



El Camino Charter High School

Board Meeting

Date and Time

Wednesday September 16, 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
I. Opening Items			5:00 PM
A. Call the Meeting to Order		Jonathan Wasser	2 m
B. Record Attendance and Guests		Terri Keas	2 m
C. Public Comment on Non-Agenda Items and Agenda Items		Jackie Keene	5 m
D. Committee and Board Updates		Jonathan Wasser	5 m
E. UTLA's Initial Proposal for Bargaining a CBA on behalf of certificated employees of ECRCHS			5 m
F. ECRCHS' Initial Proposal for Bargaining a CBA with UTLA	Vote	David Fehte	5 m
II. Governance			5:24 PM
A. Review and approve August 26, 2015 Board meeting minutes	Approve Minutes	Jackie Keene	5 m
Approve minutes for Board Meeting on August 26, 2015			
B. Board President Election	Vote	Jonathan Wasser	5 m
III. Financial			5:34 PM
A. Allowing the school to provide awards to students	Discuss	Marshall Mayotte	5 m
B. Providing Microsoft Surface Pros to the unduplicated population status update	FYI	Marshall Mayotte	5 m

C. Allow the CBO to form a committee that can approve an Food Service Management Contract for 2015-16	Vote	Marshall Mayotte	5 m
D. Review and approval of the June check register	Vote	Marshall Mayotte	5 m
E. Approve to enter into due diligence studies and negotiations for the purchase of a new site	Vote	Marshall Mayotte	5 m
F. Approval to engage SEIA as our Third Party Administrator for the ECRA Schwab investment account	Vote	Marshall Mayotte	5 m
G. Review and approval of revision to the Conflict of Interest Bridge Policy	Vote	Marshall Mayotte	5 m
H. Review and approve the charter renewal petition & a Resolution for submission of the renewal charter	Vote	Melanie Horton	10 m
I. Approval to authorize the CBO to extend the line of credit with Pacific Western Bank another year	Vote	Marshall Mayotte	5 m
J. Special Education Update	FYI	David Fehte	5 m
IV. Administrators			6:29 PM
A. Student Achievement Data Update	FYI	Marshall Mayotte	5 m
B. Update from Academic Administrators	FYI		5 m
C. Update from Business Administrators	FYI	David Fehte	5 m
D. Update from Executive Director	FYI	David Fehte	5 m
V. Other Business			6:49 PM
A. Future Agenda Items	Discuss	Jonathan Wasser	5 m
B. Closed Session - Public Employee Discipline/Dismissal/Release	FYI	David Fehte	20 m
VI. Closing Items			7:14 PM
A. Adjourn Meeting	Vote		

Cover Sheet

ECRCHS' Initial Proposal for Bargaining a CBA with UTLA

Section: I. Opening Items
Item: F. ECRCHS' Initial Proposal for Bargaining a CBA with UTLA
Purpose: Vote
Submitted by:
Related Material: ECRCHS Public Disclosure 0072715.pdf

AGENDA ITEM ECRCHS' INITIAL PROPOSAL FOR
BARGAINING

El Camino Real Charter High School

To: Board of Directors
El Camino Real Charter High School

From: Dave Fehte, Executive Director
El Camino Real Charter High School

Date: September 16, 2015

Re: **Public Disclosure of ECRCHS's Initial Proposal to UTLA for Negotiations Pursuant to Government Code Section 3547**

Consistent with its charter, El Camino Real Charter High School ("ECRCHS" or Charter School") is the independent public school employer of the employees of the Charter School as specified in the Educational Employment Relations Act (Government Code Section 3540, et seq.).

As such, this memorandum is to disclose to the public ECRCHS's initial proposal pursuant to Government Code Section 3547 related to the collective bargaining agreement between ECRCHS and United Teachers Los Angeles ("UTLA").

It is the intent of the Board of ECRCHS to negotiate an independent collective bargaining agreement between the parties addressing mandatory subjects of bargaining as to terms and conditions of employment including, but not limited to, Recognition, Charter School Rights, Association Rights, Grievance Procedure, Leaves, Hours, Work Day, Work Year, Health Benefits, Performance Evaluations & Discipline, Safety Conditions, Term of Agreement and Re-Negotiation, Compensation, etc.

Cover Sheet

Review and approve August 26, 2015 Board meeting minutes

Section: II. Governance
Item: A. Review and approve August 26, 2015 Board meeting minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 26, 2015

DRAFT

EL CAMINO REAL CHARTER HIGH SCHOOL

El Camino Charter High School

Minutes

Board Meeting

Date and Time

Wednesday August 26, 2015 at 5:00 PM

Location

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

Directors Present

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

Directors Absent

Dennis Thompson

Guests Present

David Fehte, Duc Quach, Fernando Delgado, Marshall Mayotte, Melanie Horton, Shukla Sarkar, Terri Keas

I. Opening Items

A. Call the Meeting to Order

Jackie Keene called a meeting of the board of directors of El Camino Charter High School to order on Wednesday Aug 26, 2015 @ 5:10 PM at El Camino Real CHS, Library, 5440 Valley Circle Blvd, Woodland Hills, CA 91367.

B. Record Attendance and Guests

C. Closed - Conference with Labor Negotiators in ECR's Conference Room

Obie Slamon made a motion to Closed Session for Conference with Labor Negotiators.

Jonathan Wasser seconded the motion.

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

D. Public Comment from Speaker Cards

E. Approve ECRCHS' Initial Proposal for bargaining a collective bargaining agreement with UTLA

Item was tabled pending UTLA's proposal.

F. UTLA's Initial Proposal for bargaining a collective bargaining agreement with ECRCHS

Item tabled pending UTLA's proposal.

II. Governance

A. Review and approve August 12, 2015 Board Minutes

Obie Slamon made a motion to table approval of the Minutes of the August 12, 2015 meeting until the Sept. 16, 2015 meeting until the correct Minutes are posted on Board on Track.

Peter Vastenhold seconded the motion.

The board **VOTED** unanimously to approve the motion. It was noted that Jeff Falgien was absent from the meeting after submitting his resignation as President of the Board.

B. Elect New Board Chair

Peter Vastenhold made a motion to elect Jon Wasser as the new Board Chair to fill the vacancy left by Jeff Falgien's resignation.

Obie Slamon seconded the motion.

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

C. Corporate Bylaws

A sub-committee consisting of Obie Slamon, Peter Vastenhold and Jon Wasser was established to review and update the Bylaws.

D. Review and approve the Bridge Policy and Conflict of Interest Policy

Peter Vastenhold made a motion to approve the Bridge Policy and Conflict of Interest Code.

Jackie Keene seconded the motion.

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

III. Financial

A. Review and approve ST vended meal contract w/ Revolution Foods and becoming a School Food Authority

Obie Slamon made a motion to approve short term contract with Revolution Foods.

Odus Caldwell seconded the motion.

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

B. Discuss the charter renewal petition & a resolution for submission of the renewal charter

A meeting was scheduled for Wednesday, Sept. 2, 2015 to review the Charter Renewal Document before submission to LAUSD.

C. Review and approve June Check Register

Approval of the check register was tabled until next month's meeting. A committee consisting of Obie Slamon, Peter Vastenhold and Jackie Keene was established to review the June check register more thoroughly.

D. Review and approve 2014-15 Unaudited Actuals prepared by ExED

Jackie Keene made a motion to Approve the 2014-15 Unaudited Actuals prepared by ExED.

Odus Caldwell seconded the motion.

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

E. Local Control Funding Formula Update

Marshall presented an update on the LCFF.

F. Review and approve 2015-16 ECRCHS Budget prepared by EdTec

Obie Slamon made a motion to approve 2015-16 ECRCHS Budget prepared by Ed Tec.

Peter Vastenhold seconded the motion.

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

G. Review and approve Microsoft Surface Pros Form (LCAP)

Obie Slamon made a motion to approve the form for the Microsoft Surface Pros without including a purchase plan. The Board requested an initiating an open bid process before committing to purchase.

Odus Caldwell seconded the motion.

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

H. Fundraising Consulting

The sub committee of Board members recommended suggestions and proposals to provide fund raising in lieu of hiring a consultant or non-profit organization.

I. New Projects/Community Update

Melanie Horton gave an update on the proposed expansion projects.

J. TPA Update for school's brokerage accounts

Marshall explained that a TPA would provide investing expertise and provide access to investments that are available to institutional investors and to oversee ECR's funds and CD's.

K. Business Update

Marshall gave a business update and overview.

IV. Administrators

A. Executive Director's Report

Mr. Fehte gave an update on construction on campus and current student/senior class activities. He informed the Board that he and the teachers' UTLA Rep(s) meet bi-monthly.

V. Other Business

A. Old Business

It was proposed that as a compromise, the Board meetings be changed to 4:30pm, to be discussed at the next Board meeting. Questions from the Spec. Ed/ Resource department were tabled until next month's meeting.

B. New Business

VI. Closing Items

A. Adjourn Meeting

Jackie Keene made a motion to Adjourn.

Odus Caldwell 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 8:13 PM.

Respectfully Submitted,

Terri Keas

Cover Sheet

Review and approval of the June check register

Section: III. Financial
Item: D. Review and approval of the June check register
Purpose: Vote
Submitted by:
Related Material: JUNE 2015 - CHECK REGISTER.ECR.pdf

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	1,680.00
9120	6/19/2015	1004206	STUDENT TRANSPORTATION OF AMERICA	06/15 - SPECIAL ED TRANSPORTATION	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>

Cover Sheet

Review and approval of revision to the Conflict of Interest Bridge Policy

Section: III. Financial
Item: G. Review and approval of revision to the Conflict of Interest
Bridge Policy
Purpose: Vote
Submitted by:
Related Material: COI Code Bridge Policy v6 090915 (JAR).doc

BACKGROUND:

The Board will consider new revisions to the Bridge Policy to reflect current and intended operations.

**EL CAMINO REAL ALLIANCE
CONFLICT OF INTEREST CODE BRIDGE POLICY**

I. ADOPTION

To ensure compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the El Camino Real Alliance Board of Directors hereby adopts this Conflict of Interest Code Bridge Policy (“COI Bridge Policy”) in order to align with the provisions of the Conflict of Interest Code of the Los Angeles Unified School District (“LAUSD Code”) (attached hereto and incorporated herein by reference) as applied to the designated employees of El Camino Real Alliance (“ECRA” or “Charter School”).

This COI Bridge Policy shall apply to all governing board members, corporate officers, and designated employees of the Charter School.

II. STATEMENT OF ECONOMIC INTERESTS

This COI Bridge Policy aligns the titles of persons at the Charter School, including governing board members, who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest (“Designated Position”) to those listed Designated Positions listed in Exhibit B to the LAUSD Code.

This COI Bridge Policy also includes the relevant financial disclosure categories for each Designated Position as reflected in Exhibits A and B to the LAUSD Code.

III. FILING

Each person in a Designated Position shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by the LAUSD Code, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Position is assigned in Exhibit A to the LAUSD Code.

IV. DISQUALIFICATION

The Corporation shall not enter into a contract or transaction (1) in which a director directly or indirectly has a material financial interest; or (2) with any other corporation, firm, association, or other entity in which one or more of the Corporation’s directors is a director and has a material financial interest.

EXHIBIT A

Applicable Financial Disclosure **Categories from the LAUSD Code**

CATEGORY 1

Persons in this category shall disclose all interests in real property within LAUSD's jurisdiction. Real property shall be deemed to be within the jurisdiction if the property or any part of it is located within or not more than two miles outside the boundaries of LAUSD's jurisdiction or within two miles of any land owned or used by LAUSD.

Persons are not required to disclose property used primarily as their residence or for personal recreational purposes.

CATEGORY 2

Persons in this category shall disclose all investments and business positions.

CATEGORY 3

Persons in this category shall disclose all income and business positions.

CATEGORY 4

Persons in this category shall disclose all business positions, investments in, or income (including gifts, loans and travel payments) received from entities that manufacture, sell or otherwise provide supplies and/or services of a type utilized for governmental purpose in the past 2 years and associated with the job assignment of designated positions assigned to this disclosure category.

...

CATEGORY 6

Individuals who, under contract, participate in decisions by providing information, advice, recommendation or counsel to the agency which could affect financial interests shall be required to file Statements of Economic Interests, unless they fall within the Political Reform Act's exceptions to the definition of consultant. The level of disclosure shall be as determined by the agency head (or designee).

EXHIBIT B

Alignment of Charter School
Designated Positions to LAUSD Code

CHARTER SCHOOL DESIGNATED POSITION	SIMILAR LAUSD DESIGNATED POSITION	FINANCIAL DISCLOSURE CATEGORIES
Charter School Board Member/ Corporate Officer	Board of Education Member	1, 2, 3
Executive Director	Superintendent of Schools	1, 2, 3
Chief Business Officer	Chief Operating/Financial Officer	1, 2, 3
Director	Director	4
Contractor	Non-Employee Filer: Consultant	6

Cover Sheet

Review and approve the charter renewal petition & a Resolution for submission of the renewal charter

Section: III. Financial
Item: H. Review and approve the charter renewal petition & a Resolution for submission of the renewal charter
Purpose: Vote
Submitted by:
Related Material: Board Resolution - ECRCHS Renewal 080815 (JAR).docx
ECRCHS - Petition Budget Cash Flow - cp - 2015.08.19.pdf
ECRCHS - Petition Budget MYP - cp - 2015.08.19.pdf
ECRCHS - Petition Budget Narrative - cp - 2015.08.19.docx
ECRCHS Charter Renewal 091115a.docx
ECRCHS Charter Renewal Sept 12 TKK.docx
ECRCHS petition LCAP chart.docx

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

September 16, 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 a renewal charter petition to the Los Angeles Unified School District for El Camino Real Charter High School, to be operated by ECRA:

THEREFORE, BE IT RESOLVED, that the Board of ECRA authorizes submission of the renewal charter petition for El Camino Real Charter High School (the “Charter School”) to be operated by ECRA;

RESOLVED, FURTHER, that ECRA identifies the Lead Petitioner for the Charter School to be Melanie Horton;

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

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 September 16, 2015.

Executed on September 16, 2015 at Los Angeles, California.

Donna Slamon, Board Secretary

EL CAMINO REAL CHARTER HIGH SCHOOL
Monthly Cash Forecast

	2015/16													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			
Beginning Cash	5,997,359	4,497,323	2,908,378	1,742,563	3,206,203	3,480,940	3,785,542	5,390,620	6,339,168	6,004,301	7,074,183	7,201,540			
Revenue															
General Block Grant	352,924	1,637,365	1,402,082	3,534,051	2,147,296	2,147,296	3,534,051	2,500,220	2,051,836	3,056,669	2,091,129	2,091,129	29,491,430	2,945,381	
Federal Income	40,829	81,658	54,439	54,439	54,439	69,248	155,830	157,711	11,653	147,974	61,391	61,391	1,038,719	87,719	
Other State Income	119,698	239,395	349,136	349,136	349,136	485,481	350,434	748,745	186,477	329,031	467,998	329,031	4,612,401	308,702	
Local Revenues	-	93,563	110,229	138,007	104,674	88,007	88,007	115,785	121,340	104,674	126,896	21,340	1,112,523	-	
Fundraising and Grants	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	200,000	-	
Total Revenue	513,450	2,051,980	1,935,887	4,095,633	2,675,545	2,810,033	4,148,322	3,542,461	2,391,307	3,658,348	2,767,414	2,522,892	36,455,073	3,341,802	
Expenses															
Compensation & Benefits	2,310,142	2,192,572	2,226,604	2,166,633	2,096,338	2,062,305	2,064,535	2,119,026	2,130,370	2,098,568	2,141,715	1,635,758	25,244,564	0	
Books & Supplies	456,507	488,174	494,507	143,956	131,290	124,956	124,956	135,512	137,623	131,290	139,734	99,623	2,608,127	-	
Services & Other Operating Expenses	402,157	680,590	380,590	321,403	321,403	321,403	353,753	339,375	458,180	358,609	358,609	358,609	4,654,681	-	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	3,168,806	3,361,336	3,101,702	2,631,992	2,549,030	2,508,664	2,543,244	2,593,913	2,726,173	2,588,466	2,640,057	2,093,989	32,507,373	-	
Operating Cash Inflow (Outflow)	(2,655,356)	(1,309,356)	(1,165,815)	1,463,640	126,515	301,368	1,605,078	948,548	(334,867)	1,069,882	127,357	428,903	3,947,700	3,341,802	
Revenues - Prior Year Accruals	1,808,722	431,726	-	-	148,222	3,233	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(653,402)	(711,315)	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	4,497,323	2,908,378	1,742,563	3,206,203	3,480,940	3,785,542	5,390,620	6,339,168	6,004,301	7,074,183	7,201,540	7,630,443			

EL CAMINO REAL CHARTER HIGH SCHOOL
Monthly Cash Forecast

	2016/17												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		
Beginning Cash	7,630,443	6,845,518	6,655,283	5,183,321	6,230,055	6,219,717	6,282,157	7,444,150	7,907,134	8,017,651	9,340,681	9,564,119		
Revenue														
General Block Grant	345,851	1,628,794	1,398,227	3,394,251	2,147,901	2,147,901	3,394,251	2,493,752	2,432,115	3,534,788	2,410,185	2,410,185	30,939,693	3,201,494
Federal Income	40,460	80,900	53,934	53,934	53,934	68,954	151,586	109,405	62,213	144,845	62,213	62,213	1,030,969	86,379
Other State Income	119,174	238,349	158,899	158,899	158,899	292,550	160,209	421,317	151,681	144,125	286,059	144,125	2,743,267	308,982
Local Revenues	-	93,837	110,504	138,282	104,949	88,282	88,282	116,060	121,615	104,949	127,171	21,615	1,115,545	-
Fundraising and Grants	-	-	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600	206,000	-
Total Revenue	505,475	2,041,881	1,742,164	3,765,965	2,486,282	2,618,287	3,814,927	3,161,133	2,788,224	3,949,306	2,906,227	2,658,737	36,035,464	3,596,854
Expenses														
Compensation & Benefits	2,330,122	2,210,118	2,248,726	2,188,578	2,116,206	2,080,240	2,083,764	2,140,624	2,152,612	2,116,206	2,164,160	1,631,441	25,462,796	-
Books & Supplies	476,284	508,379	514,799	148,516	135,678	129,259	129,259	139,957	142,097	135,678	144,237	103,582	2,707,724	-
Services & Other Operating Expenses	434,117	709,602	400,602	339,639	339,639	339,639	389,912	367,568	332,998	324,392	324,392	324,392	4,626,892	-
Capital Outlay	-	-	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	500,000	-
Total Expenses	3,240,522	3,428,099	3,214,127	2,726,733	2,641,523	2,599,138	2,652,934	2,698,149	2,677,707	2,626,276	2,682,789	2,109,415	33,297,412	-
Operating Cash Inflow (Outflow)	(2,735,047)	(1,386,219)	(1,471,963)	1,039,232	(155,241)	19,149	1,161,993	462,984	110,517	1,323,030	223,438	549,323	2,738,051	3,596,854
Revenues - Prior Year Accruals	1,950,122	1,195,984	-	7,503	144,902	43,291	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	6,845,518	6,655,283	5,183,321	6,230,055	6,219,717	6,282,157	7,444,150	7,907,134	8,017,651	9,340,681	9,564,119	10,113,442		

EL CAMINO REAL CHARTER HIGH SCHOOL
Monthly Cash Forecast

	2017/18												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		
Beginning Cash	10,113,442	9,248,510	9,158,398	7,464,532	8,324,967	8,175,865	8,101,361	9,087,097	9,416,213	9,383,019	10,522,213	10,598,476		
Revenue														
General Block Grant	349,798	1,713,929	1,480,730	3,497,964	2,292,196	2,292,196	3,497,964	2,641,995	2,573,409	3,634,983	2,547,367	2,547,367	32,362,528	3,292,631
Federal Income	40,460	80,900	53,934	53,934	53,934	69,155	152,914	109,606	66,261	147,455	63,696	63,696	1,043,479	87,545
Other State Income	120,535	241,069	160,713	160,713	160,713	295,891	162,040	426,129	155,411	146,438	289,992	146,438	2,779,736	313,657
Local Revenues	-	93,978	110,645	138,422	105,089	88,422	88,422	116,200	121,756	105,089	127,311	21,756	1,117,090	-
Fundraising and Grants	-	-	21,012	21,012	21,012	21,012	21,012	21,012	21,012	21,012	21,012	21,012	210,120	-
Total Revenue	510,783	2,129,876	1,827,033	3,872,044	2,632,944	2,766,677	3,922,352	3,314,941	2,937,849	4,054,976	3,049,378	2,800,268	37,512,954	3,693,833
Expenses														
Compensation & Benefits	2,461,430	2,335,362	2,373,579	2,317,074	2,238,343	2,200,125	2,202,422	2,263,821	2,276,560	2,240,639	2,289,299	1,727,071	26,925,726	-
Books & Supplies	496,836	529,361	535,866	153,225	140,215	133,710	133,710	144,551	146,720	140,215	148,888	107,690	2,810,983	-
Services & Other Operating Expenses	446,002	729,724	411,454	348,663	348,663	348,663	400,484	377,453	347,764	334,928	334,828	334,928	4,763,654	-
Capital Outlay	-	-	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	2,000,000	-
Total Expenses	3,404,268	3,594,447	3,520,899	3,018,961	2,927,220	2,882,497	2,936,616	2,985,825	2,971,043	2,915,782	2,973,115	2,369,689	36,500,363	-
Operating Cash Inflow (Outflow)	(2,893,485)	(1,464,570)	(1,693,866)	853,083	(294,276)	(115,820)	985,736	329,116	(33,195)	1,139,194	76,263	430,579	1,012,591	3,693,833
Revenues - Prior Year Accruals	2,028,554	1,374,458	-	7,352	145,174	41,316	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	9,248,510	9,158,398	7,464,532	8,324,967	8,175,865	8,101,361	9,087,097	9,416,213	9,383,019	10,522,213	10,598,476	11,029,055		

EL CAMINO REAL CHARTER HIGH SCHOOL

Monthly Cash Forecast

	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		
Beginning Cash	11,029,055	10,059,571	10,008,333	8,475,606	9,531,262	9,623,456	9,792,620	10,979,036	11,553,131	11,525,188	12,781,077	12,893,138		
Revenue														
General Block Grant	354,486	1,798,416	1,562,093	3,600,032	2,433,648	2,433,648	3,600,032	2,788,134	2,487,726	3,654,110	2,487,726	2,487,726	32,928,322	3,240,543
Federal Income	40,912	81,824	54,549	54,549	54,549	69,771	154,657	110,683	67,521	149,361	64,475	64,475	1,055,434	88,108
Other State Income	122,150	244,300	162,866	162,866	162,866	299,839	164,193	431,821	143,835	143,835	289,313	143,835	2,781,729	310,009
Local Revenues	-	93,978	110,645	138,422	105,089	88,422	88,422	116,200	121,756	105,089	127,311	21,756	1,117,090	-
Fundraising and Grants	-	-	21,432	21,432	21,432	21,432	21,432	21,432	21,432	21,432	21,432	21,432	214,322	-
Total Revenue	517,547	2,218,518	1,911,585	3,977,302	2,777,585	2,913,113	4,028,737	3,468,271	2,842,271	4,073,827	2,990,258	2,739,225	38,096,898	3,638,660
Expenses														
Compensation & Benefits	2,557,324	2,429,497	2,469,957	2,413,849	2,330,569	2,290,109	2,292,470	2,357,542	2,371,029	2,332,930	2,384,515	1,794,971	28,024,764	-
Books & Supplies	511,741	544,266	550,771	156,325	143,315	136,810	136,810	147,652	149,820	143,315	151,989	110,790	2,883,604	-
Services & Other Operating Expenses	459,672	751,402	423,584	358,908	358,908	358,908	413,041	388,982	349,365	341,693	341,693	341,693	4,887,849	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,528,737	3,725,165	3,444,312	2,929,083	2,832,793	2,785,828	2,842,321	2,894,176	2,870,214	2,817,938	2,878,197	2,247,454	35,796,217	-
Operating Cash Inflow (Outflow)	(3,011,189)	(1,506,647)	(1,532,727)	1,048,219	(55,207)	127,285	1,186,416	574,095	(27,943)	1,255,889	112,061	491,771	2,300,681	3,638,660
Revenues - Prior Year Accruals	2,041,706	1,455,410	-	7,436	147,402	41,879	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	10,059,571	10,008,333	8,475,606	9,531,262	9,623,456	9,792,620	10,979,036	11,553,131	11,525,188	12,781,077	12,893,138	13,384,909		

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

	2015/16	2015/16	2016/17	2017/18	2018/19
	Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY					
Revenue					
General Block Grant	29,491,430		30,939,693	32,362,528	32,928,322
Federal Revenue	1,038,719		1,030,959	1,043,479	1,055,434
Other State Revenues	4,612,401		2,743,267	2,779,736	2,781,729
Local Revenues	1,112,523		1,115,545	1,117,090	1,117,090
Fundraising and Grants	200,000		206,000	210,120	214,322
Total Revenue	36,455,073		36,035,464	37,512,954	38,096,898
Expenses					
Compensation and Benefits	25,244,564		25,462,796	26,925,726	28,024,764
Books and Supplies	2,608,127		2,707,724	2,810,983	2,883,604
Services and Other Operating Expenditures	4,654,681		4,626,892	4,763,654	4,887,849
Capital Outlay	-		500,000	2,000,000	-
Total Expenses	32,507,373		33,297,412	36,500,363	35,796,217
Operating Income (excluding Depreciation)	3,947,700		2,738,051	1,012,591	2,300,681
<i>Operating Income (including Depreciation)</i>	3,683,382		3,090,894	2,888,077	1,709,819
Fund Balance					
Beginning Balance (Unaudited)	13,768,488		17,451,870	20,542,764	23,430,841
Audit Adjustment	-		-	-	-
Beginning Balance (Audited)	13,768,488		17,451,870	20,542,764	23,430,841
Operating Income (including Depreciation)	3,683,382		3,090,894	2,888,077	1,709,819
Ending Fund Balance (including Depreciation)	17,451,870		20,542,764	23,430,841	25,140,660
Ending Fund Balance as a % of Expenses	54%		62%	64%	70%

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

		2015/16	2015/16	2016/17	2017/18	2018/19
Detail		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Summary		-	-	-	-	-
	9-12	3,689	-	3,739	3,789	3,789
	Total Enrolled	3,689	-	3,739	3,789	3,789
ADA %						
	9-12	95%	-	95%	95%	95%
	Average	95%	-	95%	95%	95%
ADA						
	9-12	3504.6	-	3544.6	3592.1	3592.1
	Total ADA	3504.6	-	3544.6	3592.1	3592.1

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

		2015/16	2015/16	2016/17	2017/18	2018/19
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
LCFF Entitlement						
8011	Charter Schools LCFF - State Aid	18,741,854	Backfills State Aid	20,286,654	21,788,898	22,354,692
8012	Education Protection Account Entitlement	4,985,398	Greater of: \$200 per ADA or 23% of State Aid	4,823,069	4,665,534	4,665,534
8096	Charter Schools in Lieu of Property Taxes	5,764,179	In accordance with Local Property Tax of \$1644.77 per ADA	5,829,970	5,908,096	5,908,096
SUBTOTAL - LCFF Entitlement		29,491,430	-	30,939,693	32,362,528	32,928,322
8100 Federal Revenue						
8181	Special Education - Entitlement	674,170	\$192 per ADA	674,170	681,865	691,003
8220	Child Nutrition Programs	148,092	Estimated reimbursement at 39% of total Food Service Cost.	150,209	152,217	152,217
8291	Title I	207,600	\$300 per Title I eligible student	198,000	200,700	203,400
8292	Title II	8,857	\$12.8 per Title II eligible student	8,580	8,697	8,814
8293	Title III	-		-	-	-
SUBTOTAL - Federal Income		1,038,719	-	1,030,959	1,043,479	1,055,434
8300 Other State Revenues						
8381	Special Education - Entitlement (State)	1,986,239	\$567 per ADA	2,008,909	2,035,830	2,035,830
8520	Child Nutrition - State	12,976	Estimated reimbursement at 3.4% of total Food Service Cost.	13,095	13,270	13,270
8550	Mandated Cost Reimbursements	150,053	\$42 per PY ADA	147,046	148,724	150,717
8560	State Lottery Revenue	567,737	\$162 per ADA per SSC	574,217	581,912	581,912
8593	One-Time Mandated Cost Reimbursement	1,895,397	\$530 per PY ADA	-	-	-
SUBTOTAL - Other State Income		4,612,401	-	2,743,267	2,779,736	2,781,729
8600 Other Local Revenue						
8634	Food Service Sales	112,523	Estimated reimbursement at 30% of total Food Service Cost.	115,545	117,090	117,090
8699	All Other Local Revenue	1,000,000	Misc and Foreign Student Program	1,000,000	1,000,000	1,000,000
SUBTOTAL - Local Revenues		1,112,523	-	1,115,545	1,117,090	1,117,090
8800 Donations/Fundraising						
8803	Fundraising	200,000		206,000	210,120	214,322
SUBTOTAL - Fundraising and Grants		200,000	-	206,000	210,120	214,322
TOTAL REVENUE		36,455,073	-	36,035,464	37,512,954	38,096,898

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

		2015/16	2015/16	2016/17	2017/18	2018/19
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES						
Compensation & Benefits						
1000	Certificated Salaries					
1100	Teachers Salaries	9,735,136	131 FTE, includes \$334K in LCAP teacher costs	10,064,625	10,430,717	10,639,331
1101	Teacher - Stipends	1,500,000		-	1,530,000	1,591,812
1200	Certificated Pupil Support Salaries	1,465,684	19 FTE	1,494,998	1,524,898	1,555,396
1300	Certificated Supervisor & Administrator Salaries	796,903	6 FTE	812,841	829,098	845,680
1900	Certificated Other Salaries	719,863	Placeholder for 6% retro increase in pay for certificated staff	-	-	-
SUBTOTAL - Certificated Employees		14,217,587	-	13,902,463	14,345,313	14,632,219
2000	Classified Salaries					
2100	Classified Instructional Aide Salaries	919,912	29.4375 FTE	964,408	1,012,628	1,063,259
2200	Classified Support Salaries	743,444	19.375 FTE	790,414	841,791	896,508
2300	Classified Supervisor & Administrator Salaries	488,720	5 FTE	620,494	756,944	792,083
2400	Classified Clerical & Office Salaries	900,000	24.005 FTE	959,515	1,022,273	1,089,119
2900	Classified Other Salaries	568,695	16.9375 FTE, includes \$205K placeholder for 6% retro increase in pay for classified staff	379,987	395,677	412,029
SUBTOTAL - Classified Employees		3,620,770	-	3,714,818	4,029,313	4,252,997
3000	Employee Benefits					
3100	STRS	1,525,547	10.73% of certificated payroll	1,748,930	2,070,029	2,382,125
3200	PERS	359,232	11.85% of classified payroll	403,625	559,959	648,073
3300	OASDI-Medicare-Alternative	448,673		449,234	477,617	496,652
3400	Health & Welfare Benefits	3,485,000	\$15K per FTE; growing at 5% per year	3,659,250	3,842,213	3,999,594
3500	Unemployment Insurance	8,919		-	8,809	9,443
3600	Workers Comp Insurance	356,767	2% of payroll	352,346	367,493	377,704
3700	PARS	22,069	3.75% of classified payroll eligible for PARS	23,321	24,603	25,956
3900	Other Employee Benefits	1,200,000	Retiree Trust	1,200,000	1,200,000	1,200,000
SUBTOTAL - Employee Benefits		7,406,207	-	7,845,515	8,551,100	9,139,548

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

		2015/16	2015/16	2016/17	2017/18	2018/19
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	400,000	\$108 per Student	417,584	435,863	448,939
4200	Books & Other Reference Materials	27,254	\$7 per Student	28,452	29,698	30,589
4315	Custodial Supplies	51,969		53,528	55,134	56,788
4325	Instructional Materials & Supplies	250,000	\$68 per Student	260,990	272,415	280,587
4330	Office Supplies	198,904		204,871	211,017	217,348
4345	Non Instructional Student Materials & Supplies	500,000	\$136 per Student	521,980	544,829	561,174
4400	Noncapitalized Equipment	800,000	\$217 per Student; includes \$245K Microsoft Surface Pros	835,168	871,727	897,879
4710	Student Food Services	380,000	Assumes that 72% of total Food Service Cost is reimbursed	385,150	390,300	390,300
SUBTOTAL - Books and Supplies		2,608,127	-	2,707,724	2,810,983	2,883,604

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

		2015/16	2015/16	2016/17	2017/18	2018/19
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses					
5200	Travel & Conferences	190,000		195,700	201,571	207,618
5300	Dues & Memberships	150,000		154,500	159,135	163,909
5400	Insurance	177,562	\$51 per Student	182,889	188,375	194,026
5500	Operations & Housekeeping	615,037	\$51253 per Monthly Rate	633,488	652,492	672,067
5605	Equipment Leases	74,130	\$6177 per Monthly Rate	76,354	78,644	81,004
5610	Rent	300,000	\$25000 per Monthly Rate	309,000	318,270	327,818
5631	Other Rentals, Leases and Repairs 1	306,326	\$25527 per Monthly Rate	315,515	324,981	334,730
5809	Banking Fees	30,000	\$2500 per Monthly Rate	30,900	31,827	32,782
5812	Business Services	203,750	Includes \$9K CalPADs	203,750	203,750	203,750
5815	Consultants - Instructional	600,000		618,000	636,540	655,636
5820	Consultants - Non Instructional - Custom 1	350,000		360,500	371,315	382,454
5824	District Oversight Fees	294,914	1.0% of LCFF General Purpose Grant	309,397	323,625	329,283
5830	Field Trips Expenses	260,000	Includes pupil transportation	267,800	275,834	284,109
5839	Fundraising Expenses	200,000		103,000	105,060	107,161
5845	Legal Fees	300,000	Includes \$15K Audit fees	250,000	250,000	250,000
5851	Marketing and Student Recruiting	10,000		10,300	10,609	10,927
5872	Special Education Encroachment	542,963	LAUSD SPED Fair Share	554,299	578,579	595,937
5900	Communications	50,000	\$4167 per Monthly Rate	51,500	53,045	54,636
SUBTOTAL - Services & Other Operating Exp.		4,654,681	-	4,626,892	4,763,654	4,887,849

EL CAMINO REAL CHARTER HIGH SCHOOL

Multiyear Budget Summary

		2015/16	2015/16	2016/17	2017/18	2018/19
		Current Forecast	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
6000	Capital Outlay					
6200	Buildings & Improvement of Buildings	-		500,000	2,000,000	-
	SUBTOTAL - Capital Outlay	-	-	500,000	2,000,000	-
TOTAL EXPENSES		32,507,373	-	33,297,412	36,500,363	35,796,217
6900	Total Depreciation (includes Prior Years)	264,318	-	147,158	124,514	590,862
TOTAL EXPENSES including Depreciation		32,771,691	-	32,944,570	34,624,877	36,387,079

EL CAMINO REAL CHARTER HIGH SCHOOL

Petition Budget Narrative, prepared by EdTec

The attached budget and cash flow projections are based on conservative estimates of actual costs to operate El Camino Real Charter High School's program. Assumptions used to create the analysis are based on the school's historical financial data and enrollment.

ACCOUNTING

Like most charter schools, El Camino Real Charter High School (ECRCHS) will use accrual based accounting. This means that ECRCHS will recognize revenues when they are earned, not when they are received. For example, when the state has deferred a portion of state aid revenues from one fiscal year into the next, 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.

REVENUES

Enrollment Assumptions

In 2015-16, El Camino Real's projected enrollment is 3,689 students with an average daily attendance of 95%, resulting in 3,505 ADA. The school plans to add 50 students in 2016-17 and 50 students in 2017-18. In 2018-19 and beyond, the school will maintain a steady state of approximately 3,789 students.

Demographics

Demographic information for ECRCHS is based on the school's CalPADs data:

- Unduplicated percentage: 23%
- Free and Reduced Lunch: 19.4%
- English Learners: 2.6%

Government Funding

General purpose entitlements are based on the state's Local Control Funding Formula (LCFF). The formula is comprised of a base rate per average daily attendance and supplemental and concentration grants, as determined by the LEA's unduplicated percentage. The total amount of funding at full implementation of LCFF is considered the target rate; whereas, the phase-in entitlement for each year takes into account the unduplicated percentage, LCFF gap closure percentage, and cost of living adjustment increases for that year.

The effective funding rates for ECRCHS were calculated using the assumptions provided by the Department of Finance and the FCMAT's LCFF calculator. Assuming the state's economic

outlook remains positive, the table below shows the LCFF implementation schedule for the next three years out. Should the estimated rates change, ECRCHS will adjust its budget accordingly.

	2015-16	2016-17	2017-18	2018-19	2019-20
COLA	1.02%	1.60%	2.48%	2.87%	2.50%
LCFF Gap Closure %	51.52%	35.6%	35.1%	19.9%	-
EPA as % of adj. Revenue Limit	23.00%	22.0%	21.0%	10.5%	-
Total Effective Implementation %	70.12%	80.7%	87.5%	90.0%	-
Effective Rate per ADA	8,415	8,729	9,009	9,167	9,167

The proportion of general purpose entitlements from in lieu property tax is 19.5%, based on LAUSD’s property tax rate, and the percentage coming from the Education Protection Account is assumed to be 23% of LCFF funding. The remainder of general purpose funding would come from state aid.

Based on historical levels of funding, ECRCHS has budgeted for Title I and Title II funds. The budget assumes \$300 per eligible student for Title I and \$12.8 per eligible student for Title II funds.

For purposes of special education, ECRCHS participates in LAUSD Charter SELPA Option 3. According to the district’s 2015-16 fiscal allocation plan, El Camino Real will receive \$192 per ADA for federal IDEA funds and \$567 per ADA for state Special Education funding. The budget assumes the same level of special education funding in the out years.

ECRCHS also participates in the Child Nutrition program. The reimbursement is currently \$2.98 per lunch for students who qualify for free lunch, \$2.58 per lunch for students who qualify for reduced lunch, \$1.62 for free breakfast and \$1.32 for reduced breakfast. The budget assumes that 72% of the total food service expense will be reimbursed through both the program and estimated food service sales.

Other State Funding

ECRCHS has budgeted for state lottery revenue. The 2015-16 rate provided by School Services of California is \$162 per ADA and is projected to remain flat in the out years.

Donations/Fundraising

The school’s fundraising goal is \$200,000 each year for the next three years. El Camino Real expects revenues to offset against fundraising expenses in 2015-16 and has conservatively budgeted for a 50% return on fundraising efforts in future years.

EXPENSES

Expenses have been estimated by school leadership based on their research, statewide data on charter school expenditures, and the school’s historical data. The majority of expenses assume a

3% increase per year for inflation unless otherwise noted. Below is a summary of the expense categories and the underlying assumptions.

Staffing and Benefits

With the addition of 100 students over 2016-17 and 2017-18, ECRCHS' staff will grow by two teachers in each of those years. El Camino Real also plans to add one administrative position in FY17 and one in FY18.

Position	FTE			
	FY16	FY17	FY18	FY19
Certificated Teachers	131	133	135	135
Certificated Pupil Support	18.5	19	19	19
Certificated Admin	6	6	6	6
Instructional Aides	29.4	29.4	29.4	29.4
Maintenance Support	19.4	19.4	19.4	19.4
Classified Admin	5	6	7	7
Classified Clerical Staff	24	24	24	24
Classified Other Staff	16.9	16.9	16.9	16.9
Total	250.2	253.7	256.7	256.7

The average teacher base salary in 2015-16 is \$76,000, growing at 2% per year based on LAUSD's salary schedule. In addition to base salaries, \$1.8M is budgeted for auxiliary pay and LCAP supplemental stipend pay. Non-administrative classified salaries are expected to increase approximately 20% by 2018-19 with potential changes in minimum wage laws.

ECRCHS participates in STRS for certificated staff, PERS for full-time classified staff, and PARS for eligible staff. The STRS employer contribution rate is projected to grow to 16.28% and PERS to 18.2% by 2018-19. ECRCHS also offers health benefits to full-time employees. The estimated cost in 2015-16 is \$15K per participating employee, growing at 5% each year.

Books and Supplies

In 2015-16, ECRCHS budgeted \$108 per student for books and curriculum materials and \$7 per student for other reference materials. Additionally, \$68 per student is budgeted for instructional materials and supplies, and \$136 per student is budgeted for other student materials and supplies. Custodial supplies is projected to cost \$51K, office supplies at \$199K, and student food services at \$380K. \$800K is allocated for non-capitalized equipment, which includes \$245K for new laptops for each incoming ninth grade class.

Services and Operating Expenses

Based on the facility lease with LAUSD in 2015, ECRCHS expects to spend \$25,000 per month on rent and \$26,000 per month in other leases and repairs. The school will spend \$6K per month

for equipment leases. Communication services will cost \$4K per month, while janitorial services will cost \$51K per month.

Business related services include banking fees at \$2500 per month, and district oversight fees at \$295K, or 1% of LCFF funds, and accounting and legal fees at \$300K. Legal fees are higher in 2015-16 due to anticipated consultation fees related to a renovation project described in capital outlay below but is expected to decrease by \$50K in future years. General liability insurance is projected at \$51 per student, while workers compensation insurance is estimated at 2% of payroll. ECRCHS outsources back-office services from EdTec for support in finance, accounting, payroll, data and compliance at a flat rate of \$204K.

For the academic program, ECRCHS contracts with instructional consultants costing \$163 per student. Field trip expenses including transportation are expected to cost \$70 per student.

For the development of teachers and staff, the school will spend \$1450 per teacher for travel and conferences and \$150K in dues and membership.

Other operating expenses include \$350K for non-instructional consultants and \$10K in student recruiting and marketing. Fundraising expenses are estimated to cost \$200K in 2015-16 but are expected to decrease by 50% in the out years. Lastly, special education encroachment is included at 20% of special education revenues per LAUSD Charter SELPA Option 3.

Capital Outlay

The school plans to renovate the high school starting in 2016-17. The budget reflects \$500K in soft project costs in 2016-17 and \$2M in construction starting in 2017-18. The project is expected to be complete in 2018-19.

CASH FLOW

Included in the petition budget is a three-year cash flow projection, which demonstrates healthy cash balances. State aid and property tax payments follow the state's 5-5-9 schedule, while Education Protection Account payments are disbursed quarterly. To allow for county processing time, these payments are scheduled one month after the disbursement month. No deferrals of state aid apportionments are scheduled for the 2015-16 fiscal year.

CONTINGENCIES AND RESERVES

El Camino Real Charter is projected to have a positive operating income over the next three years and will maintain a fund balance reserve that well exceeds the 3-5% CDE recommended budget reserve each year.



EL CAMINO REAL

CHARTER HIGH SCHOOL

**Charter Renewal Petition
For a Five Year Term
(July 1, 2016 to June 30, 2021)**

Submitted September 18, 2015 to:

**Los Angeles Unified School District
Board of Education**

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AFFIRMATIONS AND ASSURANCES

El Camino Real Charter High School (also referred to herein as “El Camino Real,” “ECRCHS” 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 ECRCHS 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 ECRCHS 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 should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum

shall control.

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).)

GENERAL INFORMATION

1. TABLE

GENERAL INFORMATION	
The contact person for Charter School is:	Marshall Mayotte, Chief Business Officer
The contact address for Charter School is:	5440 Valley Circle Boulevard, Woodland Hills, CA 91367
The contact phone number for Charter School is:	818-595-7500
The proposed address or target community of Charter School is:	5440 Valley Circle Boulevard, Woodland Hills, CA 91367
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	NW
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	3,850
The grade level(s) of the students in the first year will be:	9-12
Charter School’s scheduled first day of instruction in 2016-17 is:	August 15, 2016 (tentative)
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in	3,900

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 Charter School will be:	7:00 a.m. – 3:14 p.m.
The term of this charter shall be from:	July 1, 2016 to June 30, 2021

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).)

COMMUNITY NEED FOR CHARTER SCHOOL

In 2011, a group of educators at El Camino Real High School led the school’s conversion to an independent charter school, inspired by a desire for more autonomy and flexibility in instructional practices, curriculum, governance, and finances. Since converting to a charter school in 2011, El Camino Real Charter High School (“ECRCHS” or “El Camino”) has continued a long tradition of excellence in public education, as well as implemented changes that have enhanced the high school experience for its students and provided the community with a premier public high school option.

ECRCHS is proud of the accomplishments of its students. Here are some highlights of awards and recognition ECRCHS students and the school have achieved in recent years, followed by highlights of the school’s academic outcomes and operational changes since converting to charter.

- The ECRCHS U.S. Academic Decathlon team, comprised of nine students each year, holds a record 10 State Championship titles and seven National Championship titles, **the most of any school in the nation**. The team’s most recent national victory was in 2014. In 2015, ECRCHS placed first in the U.S. online competition, and an ECRCHS student achieved a record high individual score.
- The National Merit Scholarship Corporation recognized 12 students from the Class of 2015 as National Merit Scholars, including one National Merit Finalist, one National Merit Semifinalist, and 10 National Merit Commended Scholars. In addition, two students were recognized by The College Board’s National Hispanic Recognition Program.

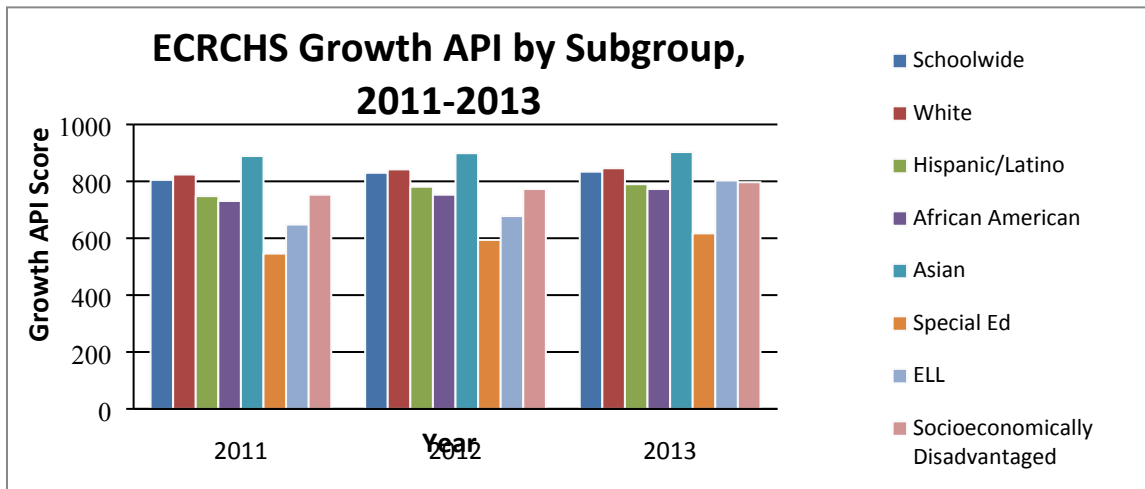
- The ECRCHS school-funded robotics team brings together 20 students interested in engineering, technology, and computer science to design and construct robots each year. The team holds one VEX Robotics World Championship title and four VEX Robotics U.S. National Championship titles.
- ECRCHS students compete in various science-themed events, including the Science Bowl, Biology Olympiad, and Chemistry Olympiad. Each year, science teachers organize a group of ECRCHS students to attend science fairs at the Calabash Elementary School and participate as judges.
- ECRCHS's Careers in Entertainment Academy (CEA) provides approximately 150 students annually with opportunities designed to prepare them for careers in the entertainment industry, including elective courses in subjects such as film production and broadcast journalism. CEA students participate in prestigious film festivals such as the National Film Festival for Talented Youth (NFFTY) and the Los Angeles Student Film Festival (LASFF), which attracts over 700 schools. ECRCHS students have won many awards at these festivals including Best Drama and Best Comedy at the 2014 LASFF, and Best Drama, Best Horror, and Best in Show at the 2015 LASFF. Also in 2015, ECRCHS won the Audience Award at NFFTY. Additionally, two ECRCHS students and two recent ECRCHS graduates were invited in 2015 to showcase their short films at the prestigious Cannes Film Festival in France. The *Los Angeles Times* and ABC7 News covered this achievement.
- ECRCHS boasts a well-respected curriculum and extracurricular program in communication and the arts. In the 2014-2015 school year, El Camino students brought home a total of 17 awards from the Fall and Spring National High School Journalism Conventions, including "Best of Show" for the school's reality television show *El Camino Reality*. This show, which was started by CEA faculty in 2012, is produced weekly and provides over 30 students with experience in broadcast journalism, sports journalism, video production, audio production, news writing, and editing.
- The ECRCHS Speech and Debate Team attends many local tournaments and travels to major tournaments such as those held at UC Berkeley and Stanford University. Since conversion to charter, ECRCHS has sent three to six students each year to the state championship. For the past three years, ECRCHS students have advanced to the national competition and ranked as finalists in events such as Congressional Debate and Impromptu. This extracurricular activity propels students to develop critical skills in public speaking, research, writing, creativity, and professionalism. ECRCHS's Speech and Debate Team students have gone on to pursue careers in law, journalism, business, and acting.
- The ECRCHS mock trial team competes in a Los Angeles County tournament every November under the guidance of the Constitutional Rights Foundation. Students prepare for a trial of a simulated criminal case, and are expected to learn actual rules for evidentiary procedures as well as argue a constitutional issue in a pretrial motion. For the past two years, ECRCHS students have won numerous awards from Best Clerk in the County to Best Witness in the County, along with numerous honorable mentions. In the 2014-2015 school year, the team was invited to participate in a spring invitational tournament and brought home first place. Students have a rigorous practice schedule from late August until the November competition, with weekend scrimmages.

- The ECRCHS drama program participates in numerous festivals and competitions, including the Fall Festival and Shakespeare Festival organized by the Drama Teacher’s Association of Southern California (DTASC). In 2014-2015, the ECRCHS drama team was awarded second place overall at the DTASC Fall Festival and third place at the DTASC Shakespeare Festival. The school’s drama program is known for creating performances that speak to current events and issues of interest to the students. In 2012, ECRCHS became the only high school in the nation to be given rights to perform Academy Award Winner Dustin Lance Black’s staged reading of "8", which focused on Proposition 8 in California. Mr. Black attended the performance and spoke with the audience. In 2016, the ECRCHS Drama program will present *Greensboro: A Requiem*, a documentary play by Emily Mann that focuses on the fateful events of November 3rd, 1979, when members of the Ku Klux Klan and the American Nazi Party, in collaboration with the Greensboro Police Department, attacked a Communist Worker’s Party rally in Greensboro, North Carolina, killing five protestors and injuring nine others. Thought provoking and socially conscious, *Greensboro: A Requiem* addresses the familiar questions of race that America continues to struggle with today, and the Drama program is excited to bring this powerful story to ECRCHS and the surrounding community.
- ECRCHS continues its long tradition of excellence in athletics. ECRCHS won five Los Angeles City CIF Championships in 2014-2015: boys’ soccer, girls’ soccer, baseball, wrestling, and boys’ cross country. Since 2011, ECRCHS has won 13 Los Angeles City CIF Championships, and the Dance Guard team has won gold medals in two Winter Guard Association of Southern California Championships.
- ECRCHS considers sustainability an integral part of the curriculum. In 2014, ECRCHS installed two electric vehicle charging stations on campus, and is currently the only K-12 school in the nation to become a partner in the U.S. Department of Energy’s Workplace Charging Challenge. ECRCHS also has planned other academic programs and events that focus on sustainability. In April 2014, ECRCHS held its first annual Earth Day Festival. Students were encouraged to submit artwork and poetry inspired by their surrounding environment and conservation efforts. The school has implemented a Sustainability Documentary Series that exposes students to films focused on current environmental, social, and economic issues and aims to spark discussion and encourage students to search for innovative solutions to the world’s most pressing problems. In addition, the Director of Sustainability and STEAM is currently revising the school’s procurement guidelines in an effort to promote sustainable purchasing practices, as well as exploring ideas to encourage students to use multi-modal transportation.
- As part of the school’s focus on sustainability, ECRCHS encourages students and staff to advocate for social justice. During a whole faculty meeting before the start of the 2014-2015 school year, a panel of students presented to the teachers on social injustices they have experienced in their teenage years. In September 2015, all staff will attend a professional development session on LGBTQ sensitivity training, which will be taught by a group of teachers and students leaders.

Beyond these impressive achievements of individual students and groups of students, the post-conversion benefits of increased autonomy and flexibility have impacted curriculum development and hiring practices, leading to improved student academic outcomes as detailed more fully in the next section. Of particular note:

- The schoolwide API increased 29 points from 805 to 834 between 2011 and 2013, with all statistically significant subgroups realizing significant gains as well:
 - English Learners gained a remarkable 155 points in two years, to 803;
 - Hispanic/Latino students gained 52 points to 790;
 - African American students gained 42 points, to 773;
 - Socioeconomically Disadvantaged students gained 44 points to 797; and
 - Students with Disabilities gained 71 points to 586.

The following graph illustrates improvements in closing the achievement gap since ECRCHS’s conversion to a charter school.



- ECRCHS’s API statewide ranking rose from 8 to 9 between 2011 (pre-conversion) and 2013 (the most recent year rankings are available), and the similar schools ranking rose from 3 to 7 in the same time period.
- Since conversion to a charter school, ECRCHS’s graduation rate has steadily increased from 79.8% in 2011 to 94.1% in 2014 (the most recently reported data by the CDE) and 95.1% in 2015. (See Section 2, below, for additional information.)

These improved student outcomes were made possible by the following staffing changes and resulting program improvements since charter conversion:

- ECRCHS hired 23 additional teachers and eight additional general education and special education assistants, which has led to lower class sizes and thus increased the amount of individualized attention the most “at-risk” students receive. The school hired four additional counselors, which has allowed for the creation of dedicated college counselor positions and significantly lowered the student to guidance counselor ratio from 883:1 in the 2010-2011 school year, to 645:1 in the 2014-2015 school year. This has increased the amount of individualized academic guidance and personal guidance received by each student.
- ECRCHS absorbed Miguel Leonis continuation school in 2012, and created the ECRCHS Alternative Education Program and Independent Studies Program. The former principal of Miguel Leonis is now an assistant principal at ECRCHS; this administrator’s main duty is to oversee these two programs. The Alternative Education Program offers smaller class sizes and more individualized guidance, and assists students who have fallen behind with credit recovery. Students are recommended to this program by their guidance counselor, and may begin the

program as early as the sophomore year. The Independent Study program assists 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. Students who graduate from both programs receive an ECRCHS diploma. The addition of these programs has allowed ECRCHS to provide enhanced academic support services to at-risk students and improve their chances of completing high school, as evidenced in the steadily increasing graduation rate and steadily decreasing dropout rate.

- The addition of new credentialed staff also led to the creation of more student support programs, such as The Village Nation, a nationally recognized project that aims to close the achievement gap between African American students and White students.
- The hiring of seven additional security staff has helped to reduce truancies and keep students in school for the entire school day. A new full-time attendance clerk makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student's attendance record.

The following staffing changes resulted in improved school operations:

- The hiring of 13 additional classified staff members, including clerical office staff and technology office staff, has enabled ECRCHS to provide greater responsiveness in the front office and improved home/school communications. The addition of this staff has also led to improved non-academic support services; employees are now focused on key tasks such as the processing of applications for the free and reduced lunch program, which ensures students and families have access to necessary resources. The technology office has built an online student store that allows students and families to make school purchases online, and implemented software that enables the school to send reminders to families regarding upcoming deadlines and school events.
- Prior to charter conversion, a nurse was on campus just 1.5 days each week. ECRCHS now has a full-time nurse who attends to ill and injured students and provides nutritional counseling when necessary.
- The hiring of six additional building and grounds staff has provided students and staff with cleaner, well-maintained facilities.

All of these changes have supported increased interest from students and families from communities throughout the San Fernando Valley. While ECRCHS continues to serve all students who wish to attend who reside in the former attendance boundaries of the school, in the 2014-2015 school year, 53% of students entered the school through the lottery, and these students reside in 64 different zip codes. As of August 2015 ECRCHS had a waitlist of 644 students; this list has been steadily increasing over the last four years.

2. SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

a. Academic Performance Data And Other Absolute And Comparative Performance Indicators

According to California law, a charter school "shall" meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal: **ECRCHS meets and exceeds all four applicable criteria for renewal** under the California Education Code¹:

- 1. ECRCHS attained its Academic Performance Index (API) growth target in in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.**

While ECRCHS was only a charter school for two years’ worth of API data, the results are impressive:

Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	834	YES	NO – 5/7 ²
2012	830	YES	YES – 8/8

Source: api.cde.ca.gov.

By achieving an API of above 800, ECRCHS met the schoolwide growth target set by the California Department of Education (CDE) in 2012 and 2013. In 2012 (the first year post-conversion), all subgroups met their growth targets. In 2013, Students with Disabilities gained 6 points, three points shy of the 9 point growth target, and Hispanic/Latino students lost 3 points (the growth target was 5 points), yet with an API of 790, ECRCHS Hispanic/Latino students are still dramatically outperforming their peers across the State: the statewide 2013 API for 9-11th grade Hispanic/Latino students was 709, 81 points lower than ECRCHS students in this subgroup. Given the limited data available under these statutory criteria, and the fact that ECRCHS met the school-wide growth target in both years and all subgroups in one of the two years (and barely missed attaining all subgroups in the second year), ECRCHS meets this criterion.

- 2. ECRCHS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.**

ECRCHS achieved a Statewide decile rank of “9” in both 2012 and 2013, making it one of the top-performing schools in the State.

- 3. ECRCHS ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.**

ECRCHS achieved a 2013 similar schools rank of “7,” and a 2012 similar schools rank of “4,” thus meeting this criterion.

AND

- 4. ECRCHS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is**

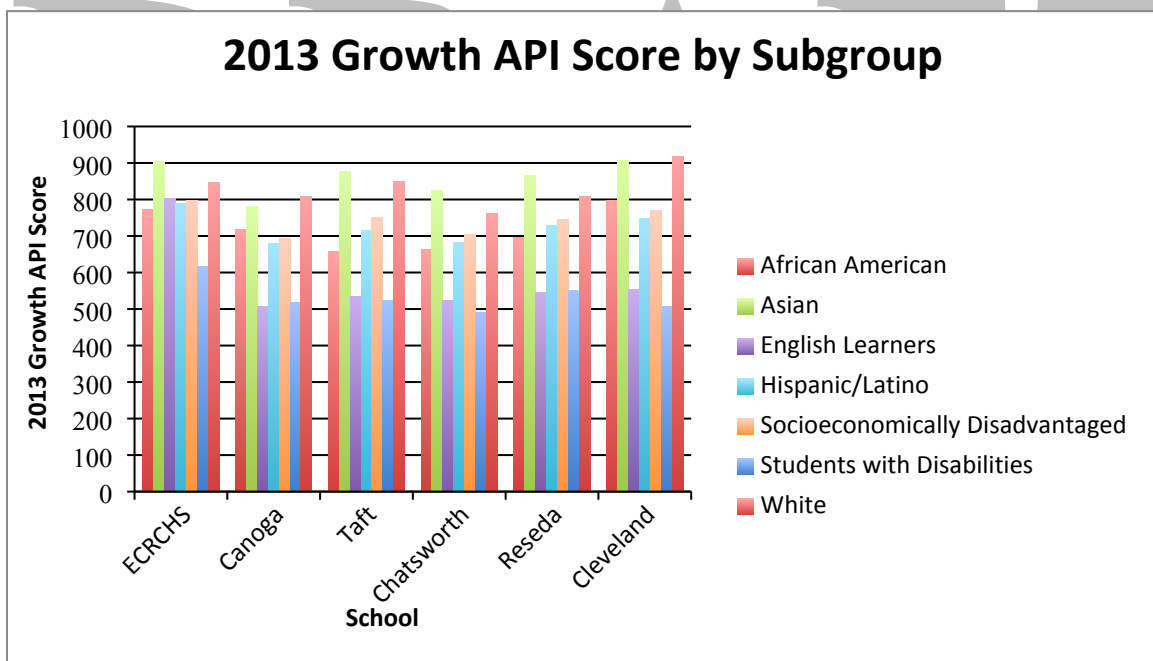
¹ The fifth criterion only applies to alternative model (ASAM) schools.

²Filipino students, always a small percentage of the student enrollment (<5%), were no longer a statistically significant subgroup in 2012-13.

located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

- ❖ ECRCHS’s 2013 Growth API score (834) exceeded that of comparison resident schools William Howard Taft Senior High School (786); Canoga Park Senior High School (693); Chatsworth Charter High School (717); Reseda Senior High (748); and Grover Cleveland Charter High School (789). As shown in the chart below, ECRCHS has made significant progress toward closing the achievement gap compared to other resident schools; the subgroup API scores of Hispanic/Latino students, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students at ECRCHS were higher than the scores of their peers at comparison resident schools. The subgroup score for African American students was second to Cleveland by __ points; the subgroup score for Asian students ranked a close second after Cleveland.



Source: api.cde.ca.gov

- ❖ The percentage of students who score proficient or above proficient on the CSTs in English-Language Arts and Mathematics exceeds the District and State percentages, as well as the percentages reported at all comparison resident schools:
 - 74.7% of ECRCHS students scored proficient or above proficient on the 2014 CST in English-Language Arts, and 74.4% of students scored proficient or above proficient on the 2014 CST in Mathematics. These percentages exceed LAUSD’s 2013 rates of 48.8% for ELA and 54.3% for math for 2013, along with the 2013 statewide rates of 56.6% for

ELA and 59.5% for math. These percentages also exceed the rates of surrounding resident schools, as indicated in the table below.

2013-2014 CST ELA and Mathematics: Percent Proficient or Above Proficient

	ECRCHS	Canoga	Taft	Chatsworth	Reseda	Cleveland
ELA	74.7%	40.4%	65.9%	50.3%	54.2%	62.5%
Math	74.4%	54.3%	68.6%	55.6%	60.2%	73.1%

Source: *cde.ca.gov (2013-2014 APR)*

- ❖ EL reclassification rates and CELDT scores outperform District, State and surrounding schools:
 - In the 2014-2015 school year, ECRCHS had 105 English Learners (ELs) – 2.7% of the student population, along with another 1,173 students (30.3%) who previously were reclassified fluent-English proficient. In 2014-15, ECRCHS reclassified 22 students – or 19.1% of the ELs -- exceeding the District’s reclassification rate of 16.6% and the statewide rate of 11.1%. (*cde.ca.gov/Dataquest (English Learners Number and Percent Redesignated to FEP in 2014-15.)*)
 - On the CELDT exams in the 2013-2014 school year (the most recent year for which data is officially reported on Dataquest), 68% of ELs scored Advanced or Early Advanced, and another 26% scored Intermediate or Early Intermediate.

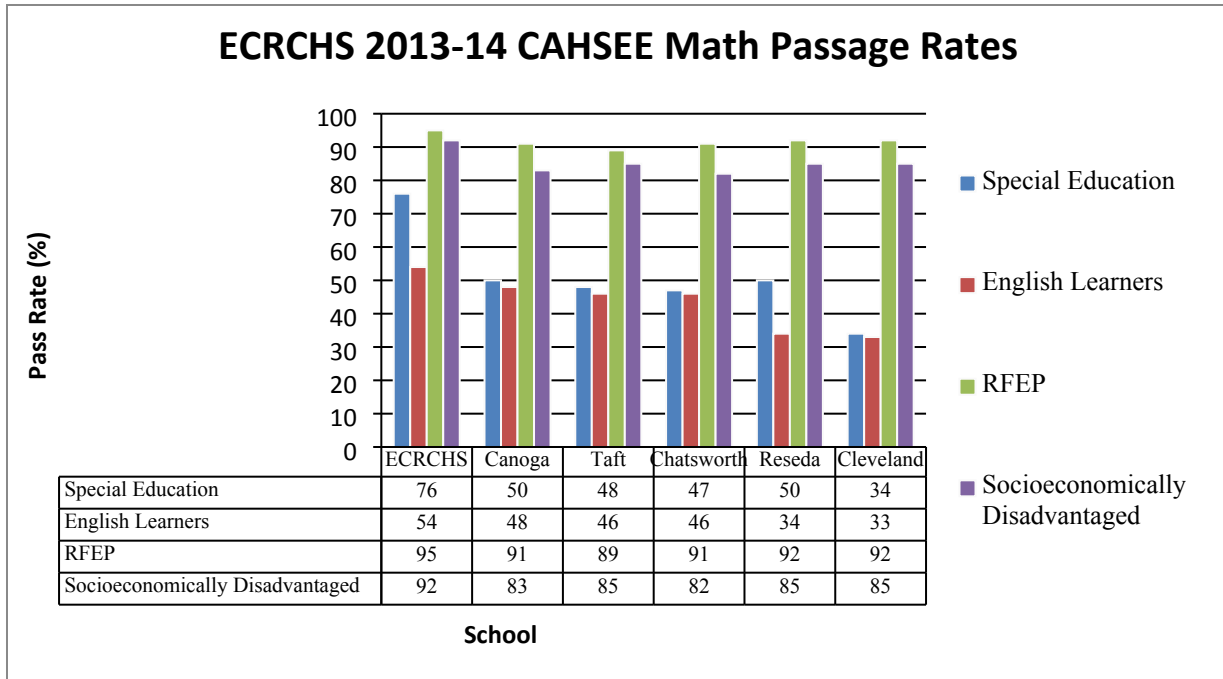
- ❖ CAHSEE pass rates in both Math and ELA outperform pass rates of the District, State, and comparison resident schools:
 - ECRCHS’s 10th graders achieved an overall 94% pass rate on the CAHSEE math portion, and 95% pass rate on the CAHSEE ELA portion in 2013-2014, the latest published data available. These passage rates exceed LAUSD’s rates of 79% for math and 78% for ELA for the same year, along with the statewide passage rates of 85% for math and 83% for ELA. These rates also exceeded the passage rates of surrounding resident schools, as indicated in the table below.

2013-2014 CAHSEE Math and ELA Passage Rates

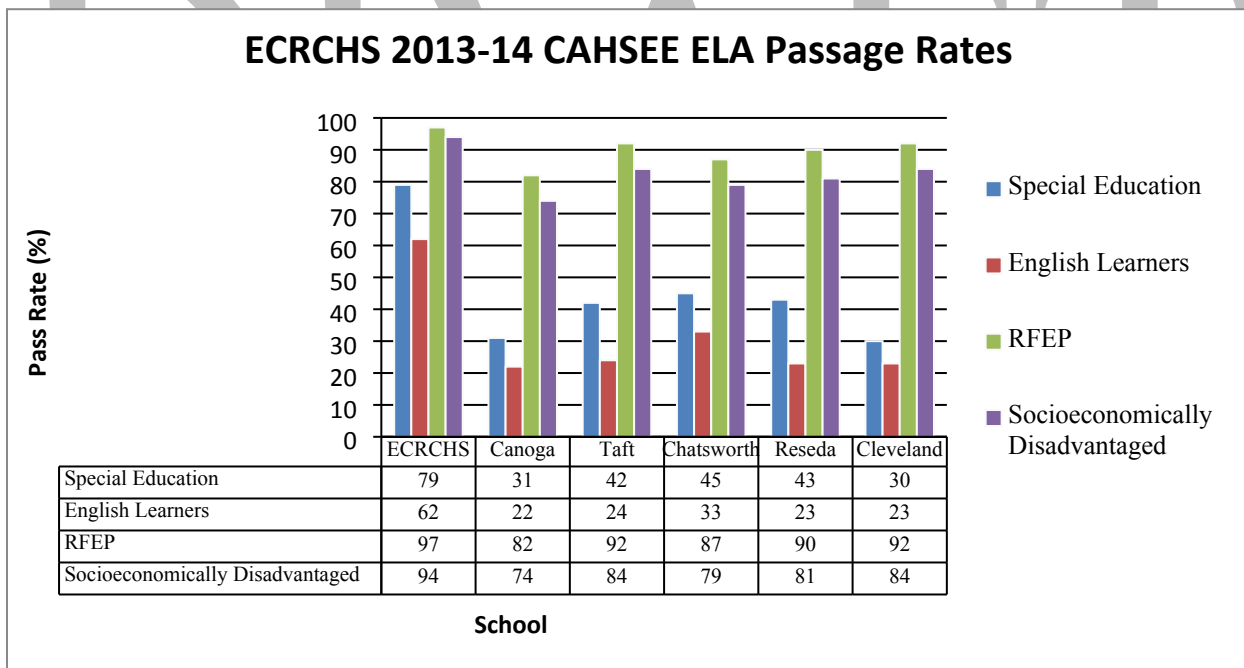
	ECRCHS	Canoga	Taft	Chatsworth	Reseda	Cleveland
Math	94%	83%	88%	83%	85%	88%
ELA	95%	76%	87%	82%	82%	87%

Source: *cde.ca.gov (2014 CAHSEE Results)*

- As illustrated in the chart below, ECRCHS’s CAHSEE subgroup passage rates in Math and ELA outperformed those of all comparison resident schools, in some cases by a dramatic margin. These subgroups include Students with Disabilities, English Learners, RFEP, and Socioeconomically Disadvantaged students.



Source: *cde.ca.gov (2014 CAHSEE Results)*

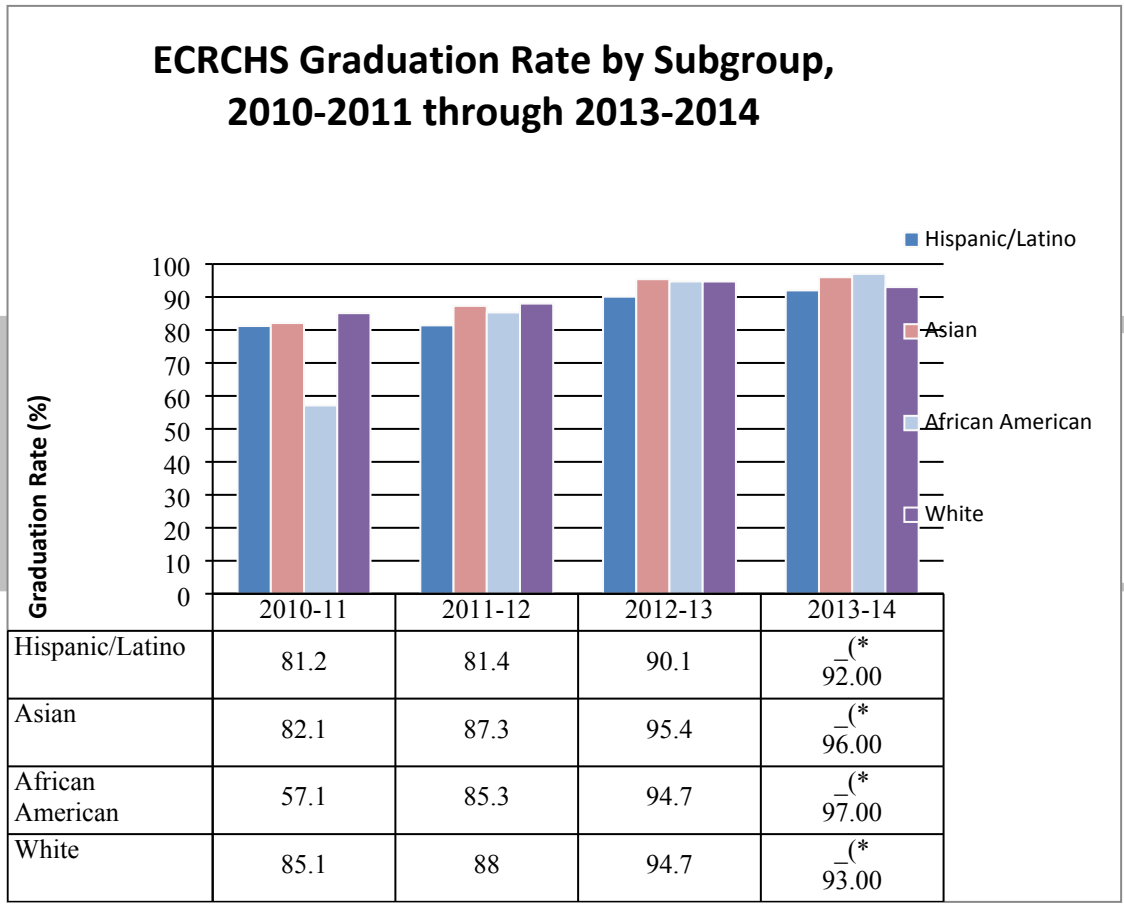


Source: *cde.ca.gov (2014 CAHSEE Results)*

- ❖ Graduation rates exceed District, State and surrounding schools’ rates with dramatic subgroup growth since charter conversion:
 - ECRCHS achieved a 96% overall graduation rate in the 2014-2015 school year, up from 94.1% in the previous school year (the latest year reported by the CDE) and 79.8% in 2010-2011, the school year prior to charter conversion.

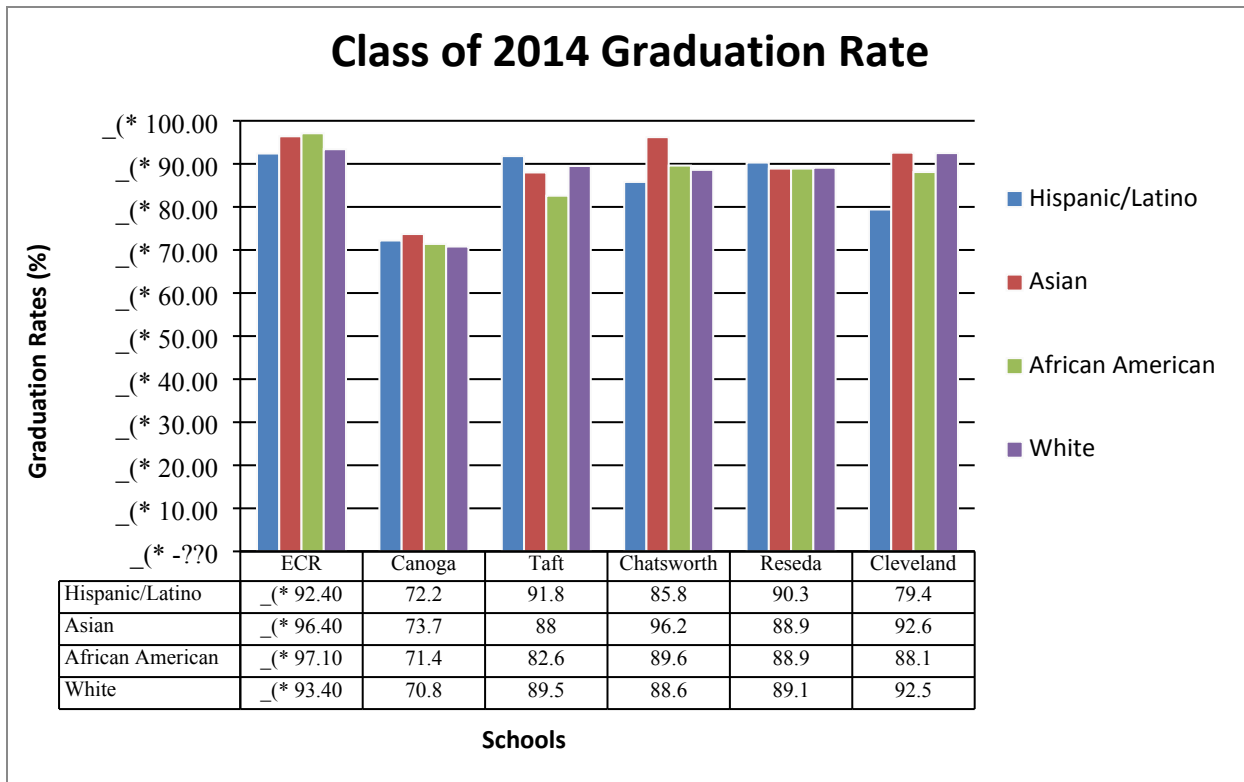
- Since charter conversion, the graduation rate has improved for all student subgroups, with the most impressive gains shown among African American students (+40.0%) and Hispanic/Latino students (+11.2%)
- Our 2013-2014 overall graduation rate of 94.1% is significantly higher than the 2013-2014 graduation rate reported for LAUSD (70%) and the State (80.8%).
- Our 2013-2014 overall graduation rate of 94.1% is higher than the 2013-2014 graduation rates of comparison resident schools, including Canoga (72.5%); Taft (89.5%); Chatsworth (88.3%); Reseda (90.1%); and Cleveland (84.1%).

The following graph illustrates improvements in graduation rates for specific student subgroups since ECRCHS’s conversion to a charter school.



Source: *cde.ca.gov (Cohort Outcome Data for the Class of 2014)*

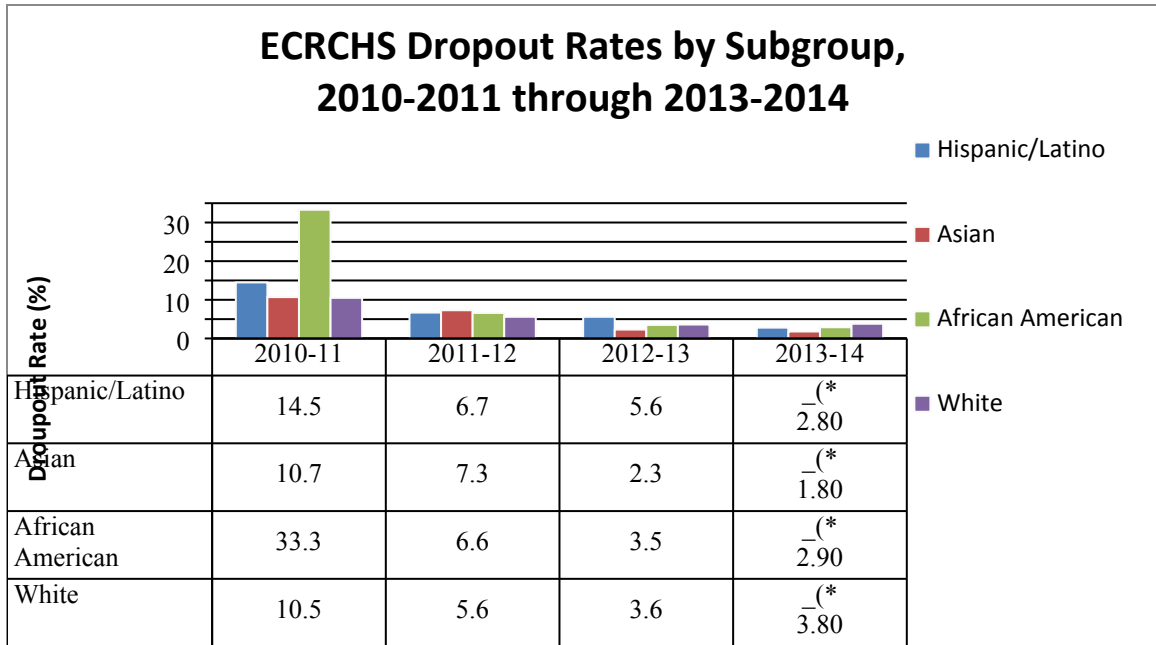
The following graph shows how our 2013-2014 graduation rates for specific student subgroups compare to those of surrounding resident schools.



Source: cde.ca.gov (Cohort Outcome Data for the Class of 2014)

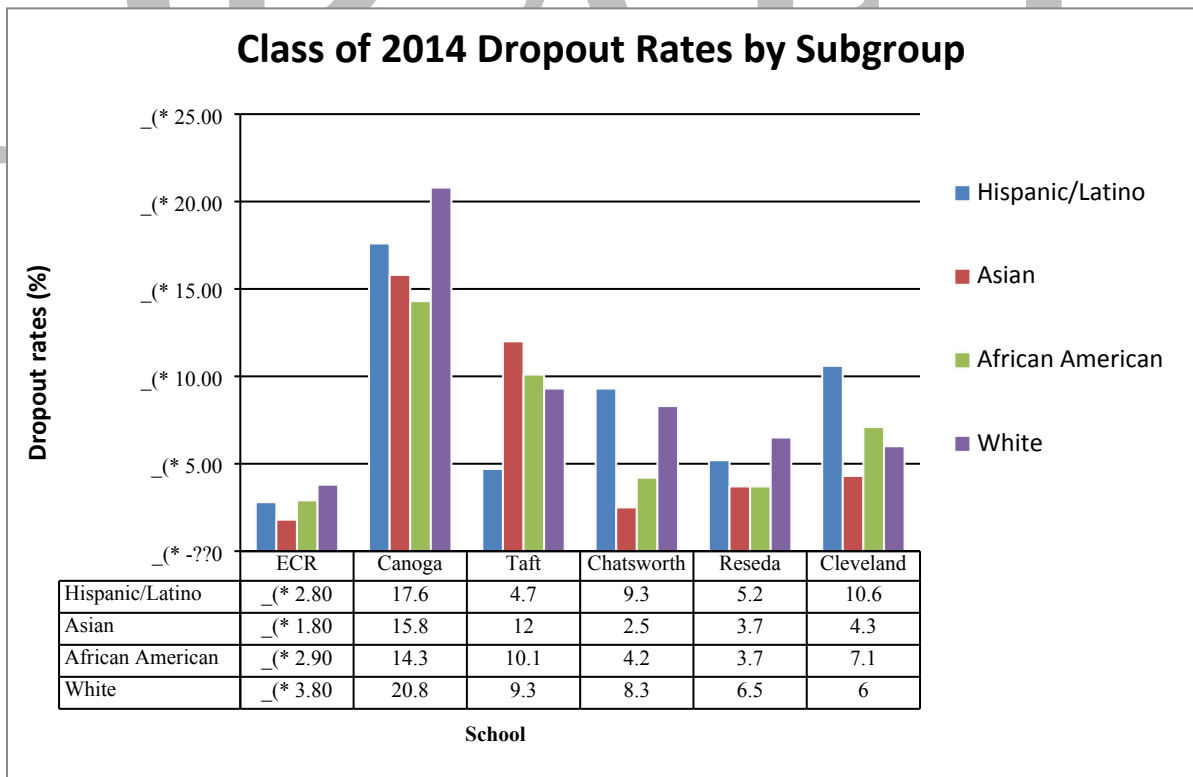
- ❖ Dropout rates have decreased significantly since charter conversion and are lower than rates of the District, State, and surrounding resident schools:
 - The 2013-2014 overall dropout rate was 3.0%, a significant improvement from the 2010-2011 overall dropout rate of 14.7%.
 - Since charter conversion, the dropout rate has improved for all student subgroups, with the most impressive declines shown among African American students (-30.4%) and Hispanic/Latino students (-11.6%).
 - The 2013-2014 dropout rate of 3.0% is significantly lower than the 2013-2014 dropout rate reported for LAUSD (17.0%) and the State (11.4%).
 - Our 2013-2014 overall dropout rate of 3.0% is lower than the 2013-2014 dropout rate of comparison resident schools, including Canoga (17.4%); Taft (7.9%); Chatsworth (7.4%); Reseda (5.3%); and Cleveland (8.8%).

The following graph illustrates improvements in dropout rates for specific student subgroups since ECRCHS’s conversion to a charter school.



Source: *cde.ca.gov* (Cohort Outcome Data for the Class of 2014)

The following graph illustrates how our 2013-2014 dropout rates for specific student subgroups compare to those of surrounding resident schools.



Source: *cde.ca.gov* (Cohort Outcome Data for the Class of 2014)

- ❖ AP course access and performance are both strong:

- ECRCHS currently offers 26 AP courses in a wide array of subjects for students in grades 10-12, including AP Physics, AP Statistics, AP Computer Science, AP Spanish Literature and Culture, AP Macroeconomics, AP Music Theory, AP Psychology, and more.
 - In 2014-15, 818 students (21% of total enrollment) took 1,506 AP exams, achieving a score of “3” or higher on 71% of all AP exams taken. Students scored a “5” on 18% of AP exams. This represents an increase in participation from the previous year, when 767 students took 1,426 exams.
- ❖ College enrollment exceeds 90%:
- Over 90% of the graduating class has gone on to attend college each year since ECRCHS’s conversion to a charter school. 92% of the Class of 2014 went on to attend college; 53% attended a two-year college, and 39% attended a four-year college. For the Class of 2015, we have data for 90% of students; of these students, 47.8% enrolled at a two-year college, and 35.7% enrolled at a four-year college.

Beyond these academic achievements, ECRCHS has excelled in many ways since converting to charter:

- DRAFT
- ❖ LAUSD’s CSD oversight evaluation results to date in the areas of governance, finance, academics, and operations have been excellent:
 - In its most recent oversight visit report from CSD staff (January 2015), ECRCHS received the top possible rating (“4”) in 3 categories: Governance, Organizational Management and Fiscal Operations, with a rating of “3” (Proficient) in Student Achievement and Educational Performance.
 - ❖ ECRCHS’s suspension and expulsion rates are significantly lower than District, State and surrounding schools rates:
 - In 2013-14, the suspension rate was 0.8%, compared to LAUSD’s 1.3% and the statewide rate of 4.4% (for all grades – notably, high school rates are typically much higher than elementary rates); the surrounding schools’ suspension rates ranged from 0.5% to 3.2%.
 - Zero students were expelled in 2013-14; only one student has been expelled since ECRCHS converted to charter. While District and State expulsion percentages are effectively 0-.1%, we are proud of our efforts to minimize expulsion except in the most extreme circumstance.
 - ❖ ECRCHS’s Average Daily Attendance (ADA) of 95.6% in 2014-15 has contributed to the school’s overall success. Ensuring prompt and consistent attendance is a major focus of school staff. Following conversion to a charter school in 2011, ECRCHS hired a full-time attendance clerk who makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student’s attendance record.
 - ❖ ECRCHS has the maximum six-year WASC accreditation, issued in 2011 (prior to conversion). The WASC team conducted a follow-up visit in 2012 following the school’s conversion to charter.
 - ❖ Student surveys indicate positive experiences at ECRCHS.
 - In February 2015, freshmen students participated in a freshmen student experience survey. Here are a few highlights from the survey:

- 95% of students found courses somewhat challenging, challenging, or very challenging.
- 82.6% of students felt they received the necessary academic support from counselors.
- 81.6% of students felt that adults at the school take a firm stance against bullying.
- 37.3% of students were members of at least one club, and 36.9% played a fall and/or winter sport.
- In March 2015, junior students participated in a junior student experience survey. Here are a few highlights from the survey:
 - 96.5% of students found courses somewhat challenging, challenging, or very challenging.
 - 76.7% felt they received the necessary academic support from counselors.
 - 79.9% of students felt that adults at the school take a firm stance against bullying.
 - 61.7% of students were members of at least one club, and 24.3% played a fall and/or winter sport.

b. Success Of The Innovative Features Of The Educational Program

In addition to continuing and expanding ECRCHS' longstanding reputation for excellence in academic competitions and challenging enrichments for students, expanding professional development opportunities for teachers, and leveraging resources to better support our excellent teachers and staff, ECRCHS has engaged in a reenergized focus in the last few years in creating programs that serve the specific needs of certain subgroups and at-risk students. For example, in 2013, La Familia was created to support Latino students. La Familia aims to strengthen Latino communities through a focus on family, culture, education, and pride in one's ancestry, and unites Latino students through activities that promote teamwork as a means to achieve academic success. La Familia hosts assemblies with Latino guest speakers who share stories about the struggles they faced in their pursuit of higher education and career advancement, as well as their strategies for success. In addition, La Familia works closely with parent members of the school's English Learner Advisory Council (ELAC) to promote the dissemination of information families need to make informed decisions for their children. ECRCHS has implemented many suggestions from Latino parents, including extended library hours, an after school tutoring program, and La Familia college field trips to the University of California at Santa Barbara and California State University, Channel Islands.

Similarly, the founder of The Village Nation joined the ECRCHS faculty in 2014, and started this nationally recognized program at the school. The Village Nation is a project aimed at closing the achievement gap between African-American students and White students. The mission of The Village Nation is "to boost the capacity of caring adult mentors and support them in creating culturally responsive learning environments that engage and inspire African American youth and encourage them to embrace their natural intelligence and leadership capabilities." The Village Nation achieves this by hosting assemblies that teach African American students about the history of their ancestors and encourage students to empower each other to make better choices. The presence of The Village Nation has led to increased engagement of African American students in school activities. ECRCHS plans to monitor academic data in order to evaluate the impact of The Village Nation on graduation rates, dropout rates, AP participation rates and test scores, and college attendance rates and completion rates, among other factors.

c. Success Of The School's Educational Program In Meeting The Specific Needs Of Its Student Population

ECRCHS serves a highly diverse student community. In 2014-2015, the racial breakdown of the student body was 46.9% White; 27.6% Hispanic/Latino; 15.6% Asian/Filipino/Pacific Islander; 7.6% African American; 1.6% Two or More Races, and 0.6% American Indian; 19.4 % of students in 2014-15 qualified for Free or Reduced-Price Lunch (FRPL); 10.3% were students who qualified for Special Education; and 2.7 % were English Learners with another 19.1% RFEF. As detailed extensively in Sections 1.a. and 1.b. above, ECRCHS has met students' needs successfully across a variety of measures, notably including the fact that our subgroup performance has demonstrated tremendous success in closing the achievement gap.

ECRCHS provides all students with a premier, public high school experience that prepares them to meet the challenges of the 21st century. As detailed above, ECRCHS has achieved significant success in closing the achievement gap between subgroups, increasing reclassification of English Learners, increasing graduation rates – especially in subgroups that traditionally have had lower graduation rates – and increasing student engagement in school activities.

In addition, ECRCHS offers six specialized programs that cater to students with specific career interests, unique learning styles, or those who require additional support in preparation for college. These programs provide a more personalized environment within a large school setting:

- **Humanitas Global Studies Academy:** College preparatory program that connects English, history, science and the arts. Students take all of their core courses within this program.
- **Careers in Entertainment Academy:** This course track exposes students to different career paths in the entertainment industry, such as film production and broadcast journalism.
- **Visual Performing Arts Program:** This course track encourages artistic expression through theatre, choral, musical instruments, dance and visual arts.
- **Advancement Via Individual Determination, or AVID:** This program is dedicated to closing the achievement gap by providing academic and motivational support to students who are traditionally underrepresented students in higher education. AVID utilizes research-based strategies and curriculum to prepare these students for success in high school, college, and career. Students take all of their core courses within this program.
- **Alternative Education Program:** This program utilizes individual learning plans to assist students who experience difficulty learning in a traditional classroom environment. This program offers smaller class sizes and more individualized guidance, and assists students who have fallen behind with credit recovery. Students are recommended to this program by their guidance counselor, and may begin the program as early as the sophomore year. Students who graduate from this program receive an ECRCHS diploma.
- **Independent Study Program:** This program assists 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 are offered online as well as on campus from 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. Students who graduate from this program receive an ECRCHS diploma.

Enrollment in these programs is optional. Counselors discuss these programs with eighth-grade students during middle school visits, and students may express interest in these programs during the initial planning meeting with their counselor. Counselors may also identify students who would benefit from enrollment in certain academies, and recommend this pathway to students and parents.

d. Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

ECRCHS is constantly evaluating its successes and failures in an effort to improve student outcomes.

Challenge #1: Academic Outcomes of Hispanic/Latino students

The Class of 2014 gradation rate for Hispanic/Latino students was 92.4%, lower than other student subgroups. In an effort to improve results for this student subgroup, the administration team has implemented suggestions from Latino parents, including extended library hours, which provides students with access to a safe, comfortable study space that is conducive to learning.

During meetings with administrators, parents of Latino students also have requested that the school hire a Spanish-speaking guidance counselor who could be available to communicate with Spanish-speaking parents and respond to their questions about academic programs and graduation and college requirements. In July 2015, ECRCHS hired a full-time Spanish-speaking counselor who is now assigned to English Learner students and students who are members of the AVID and Humanitas programs (see below). This was communicated to Spanish-speaking parents at the first English Language Advisory Council (ELAC) meeting of the 2015 - 2016 school year. ECRCHS took this step in an effort to improve communication and engagement with parents of Latino students, and it is our belief that this effort will lead to improved academic outcomes for these students.

Finally, as noted above, in 2014, ECRCHS started La Familia, a group for Latino students, with the goal of increasing scholastic engagement and academic performance among Latino students through a focus on community and ethnic pride. Discussions with students who participate in La Familia have revealed the positive impact of this peer group on students' self-confidence and motivation to succeed in high school and college. ECRCHS plans to continue this program.

Challenge #2: Academic Outcomes for Low-Income Students

ECRCHS's 2014 AP test results show that the average score for low-income students was 3.01, compared to an average score of 3.38 for students who did not receive a fee reduction. ECRCHS is working to close this gap. CAHSEE pass rates and graduation rates for socioeconomically disadvantaged students and non-socioeconomically disadvantaged students are very similar, but there is room for improvement in addressing the needs of socioeconomically disadvantaged students who challenge themselves with advanced courses.

In addition to extending library hours, ECRCHS plans to provide eligible students with a Surface Pro tablet to use throughout the school year to ensure these students have access to the technology needed to complete school assignments at home. Students who qualify for the free and reduced lunch program will be given priority access to these tablets, beginning with the freshmen class.

ECRCHS is also in active discussion to create additional summer bridge programs that prepare low-achieving students for AP courses. These programs will hone students’ fundamental skills to better prepare them to succeed academically in higher-level courses.

Challenge #3: Space Limitations and Class Size

While the average class size has dropped since conversion to charter, despite increased enrollment over the last three years (from 3,411 in 2011-12 to 3,868 in 2014-15), we would like to take measures to lower class sizes further. The limited space of the school facility has presented a barrier to the construction of new classrooms, so ECRCHS has begun preliminary discussion with LAUSD’s Facilities Services Division to explore plans for the removal of bungalows and the installation of two-story environmentally friendly learning spaces, which would increase the net amount of classroom space. The administration team has visited and spoken with three developers of pre-fabricated classrooms and is currently working with a development company to estimate the budget and timeline for this project.

Challenge #4: Communication with Parents

Another area in which ECRCHS would like to improve is communication with parents. In June 2015, 110 parents participated in a parent experience survey, and just 52.3% agreed or strongly agreed that the school provides parents with complete information about student activities and events. ECRCHS will undergo efforts to improve the dissemination of information to parents. ECRCHS plans to make better and more frequent attempts to collect parent contact information, send more frequent emails and newsletters, and update its website design to improve ease of navigation.

1. SURROUNDING SCHOOLS

As noted above, ECRCHS is located in Woodland Hills. The nearest traditional public high school is Canoga Park Senior High, located 3.6 miles away; Reseda Senior High is the next closest traditional high school, located 8.7 miles away. Three other traditional LAUSD high schools in the area near ECRCHS converted to charter status: Cleveland, Taft, and Chatsworth (these schools, like ECRCHS, continue to enroll all students who wish to attend who reside in their former attendance boundaries; students from outside these boundaries apply for enrollment and, if necessary, are offered spots through a lottery) In addition, Ivy Academia is a start-up, K-12 independent charter school in the area; its high school campus is 3.6 miles from ECRCHS.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: 5440 Valley Circle Blvd, Woodland Hills, CA 91367														
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 School wide 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
Powered by BoardOnTrack														

														(SPF)
Canoga Park Senior High (3.9 miles)	1379	73%	15%	23%	Latin o 84%	White 5%	Africa n Ameri can 5%	694	No	No	694	3	8	Service & Support
Reseda Senior High (8.7 miles)	1182	64%	15%	16%	Latin o 74%	White 12%	Africa n Ameri can 6%	748	No	No	750	5	9	Service & Support
Charter Schools														
“Cleveland”: Grover Cleveland Charter High School (9.5 miles)	2566	67%	11%	15%	Latin o 63%	White 15%	Asian 13%	808	Yes	No	778	8	10	Achieving
Chatsworth Charter High School	1614	56%	14%	10%	Latin o 55%	White 21%	Asian 10%	717	No	No	722	3	3	Watch
El Camino Real Charter High School*	3754	26%	10%	3%	White 46%	Latino 28%	Asian 12%	834	Yes	No	823	9	7	Excellent
Ivy Academia (K-12) (3.6 miles)	1124	25%	1%	12%	White 30%	Latino 28%	Africa n Ameri can 8%	822	Yes	No	844	6	5	Achieving
“Taft”: William Howard Taft Charter High School (5.2 miles)	2448	60%	11%	8%	White 42%	Latino 34%	Africa n Ameri can 11%	786	No	No	774	7	6	Service & Support

Source: cde.ca.gov/Dataquest (2013 API Reports).

STUDENT POPULATION TO BE SERVED

2. TARGET POPULATION

Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents the local communities of the school’s former attendance boundaries - Woodland Hills, West Hills and Canoga Park - as well as other surrounding areas that are home to students who enter the school through open enrollment. Approximately 47% of ECRCHS students reside within the school’s former

attendance boundary. The students who reside outside the former attendance boundary represent 64 zip codes, with the greatest concentration coming from Canoga Park and Reseda. The school’s tradition of excellence has contributed to a wait list of approximately 700 students from outside the attendance boundary. ECRCHS strives to foster a community atmosphere within the Charter School that both maintains a familiar environment for local families as well as creates a welcoming environment for families who reside outside the local community.

One of our strengths is the school’s diversity, and it is our intention to maintain that diversity. In 2014-15, ECRCHS enrollment was 3,868 students in grades 9-12, and the racial breakdown of our student body was 46.9% White; 27.6% Hispanic/Latino; 15.6% Asian/Filipino/Pacific Islander; 7.6% African American; 1.6% Two or More Races, and 0.6% American Indian.

3. ENROLLMENT PLAN

ECRCHS is currently authorized to serve 3,800 students in grades 9-12 in a site-based program, and plans to add 100 students to the Independent Study program (a 2.6% increase in enrollment). The following projects enrollment with the assumption the increase to the Independent Study program will be approved:

Enrollment Plan					
	2016-17	2017-18	2018-19	2019-20	2020-21
General Education Program					
9 th grade	910	910	910	910	910
10 th grade	970	970	970	970	970
11 th grade	925	925	925	925	925
12 th grade	895	895	895	895	895
Total	3,700	3,700	3,700	3,700	3,700
Alternative Education and Independent Study					
9 th grade					
10 th grade	10	20	20	20	20
11 th grade	25	45	45	45	45
12 th grade	115	135	135	135	135
Total	150	200	200	200	200
Grand Total	3,850	3,900	3,900	3,900	3,900

GOALS AND PHILOSOPHY

4. MISSION AND VISION

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.

ECRCHS's vision is embodied in the school's 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 Themselves, Others, and the Environment
- Effective, Appropriate, and Ethical Use of Technology to Support the ESLRs

5. AN "EDUCATED PERSON" IN THE 21ST CENTURY

As the economy continues to transition from manufacturing to service, students graduating high school need to be educated for an uncertain future. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, "some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data...they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers...And they wonder: *Is any job truly safe?*"

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) noted "education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today's students" were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20th century."

At ECRCHS, we define "21st century skills," as an array of skills including but not limited to the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming

- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

The Charter School has moved toward emphasizing “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21st century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the Common Core State Standards (“CCSS”), including a higher level of collaboration and critical thinking. Positioning students to take advantage of new – and currently indefinable – opportunities lies at the heart of ECRCHS’ mission.

At ECRCHS, sustainability permeates 21st century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes flatter, hotter, more crowded, and more interconnected, an educated person in the 21st century needs to have a multicultural perspective in order to work with others. (Friedman, 2008.) ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability.

6. HOW LEARNING BEST OCCURS

In 2001, Darling-Hammond Austin, Orcutt, and Rosso noted:

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners’ zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught.... There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals” (p. 9).

Since Darling-Hammond et al, schools across California and the nation have further developed these learning theories and strategies – including, but not limited to constructivism, collaborative learning, scaffolding and the Zone of Proximal Development, culturally-responsive pedagogy, evolving content standards (e.g., the CCSS and NextGen Science Standards) and differentiated learning – to best meet the

needs of diverse learners as they prepare for 21st century careers. Additionally technological developments have altered how and what schools teach.

What researchers have determined about how people learn informs much of ECRCHS' educational philosophy. Various departments have adopted a range of approaches to best teach students. As an institution, ECRCHS understands that 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.

Bransford et al (2000) define student-centered classrooms as “environments that pay careful attention to knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called ‘culturally responsive,’ ‘culturally appropriate,’ ‘culturally compatible,’ and ‘culturally relevant’” (p.133-4). Culturally responsive classrooms that address student preconceptions put learners at the forefront, causing a move away from transmissionist, teacher directed environments. The implications for teachers are that they must be “aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom” (Bransford et al, 2000, p.136). Several researchers (Nocon & Cole, 2009; Banks et al, 2007; Solano-Flores, 2008; LCHC, 2010; Spencer, 2008) share this sentiment, discussing the socio-cultural milieu in which education – formal and informal – takes place. In the English department at ECRCHS, teachers have selected texts that reflect a range of cultural backgrounds. Through exposure to a works with varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge.

Due to the external influences, each learner enters the classroom with a different set of preconceptions. Just as no two learners come to learn with the same set of experiences (Rushton et al, 2003), not all students construct knowledge in the same fashion. As Taylor (2006) points out, “many well-meaning instructors introduce new material to adult learners in ways that echo a professional literature review. They start with the Big Picture, situating the material in the broader field in which they are expert, and then narrow to particulars. They point out connections to previous course content as well as look forward to what will follow. Rather than focus on what the learner understands, they focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Unearthing teachers' preconceptions, and helping them make their thinking visible, plays an integral role in the learning process. Teachers must build a framework and scaffold information and knowledge with students, not for themselves, focusing on what the learner understands and where they are in the process of making meaning. Bransford et al (2000) posit, “Learner-centered teachers also respect the language practices of their students because they provide a basis for further learning” (p.135). Nocon and Cole (2009) take a similar approach, arguing for teachers to treat this diversity of language skills as an asset, not a deficit. Teachers at ECRCHS continually work on their craft, moving toward learner-centered classrooms. Small learning groups, department meetings and the Instructional Committee all strive to support best practices in teaching and learning.

Lemke (1990) proposes that students need to ask questions as a way of engaging in the process of meaning making. Lemke's (1990) concept of cross-discussion is essential to both student engagement and the social construction of knowledge. “Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students” (p.55).

This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke (1990) goes on to say, “Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher’s language is unfamiliar. They support and facilitate each other’s learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social” (p.78). ECRCHS’s foray into Socratic Seminar and Shared Inquiry reflect this progression toward student-driven dialogue. Teachers set up lessons and classrooms to encourage this movement. Additionally, the Charter School has invested in classroom furniture that creates an inviting environment and supports group discussion and whole class, student-centered discourse, the hallmark of Socratic Seminar. With the help of ECRCHS’s Literacy Coordinator, all departments work to integrate these approaches to learner-oriented education.

Another educational approach at ECRCHS includes organizing units around unifying topics, which requires students to engage various regions of their brains. “Meaningful and relevant integrated thematic units create opportunities to discuss, write, and talk” (Rushton et al, 2003, p.14). Furthermore, “many experiential learning activities that include reflection on learning as a process . . . are likely to invoke adaptive pathways of the brain” (Taylor, 2006, p.78). When setting up the learning environment, teachers must consider open-ended questions that promote student discussion and social construction of knowledge. These scenarios “have many possible solutions, and are far more likely to occur in the real world”(Taylor, 2006, p.78). By including real-world examples and connections, students can scaffold their new knowledge on the framework they have constructed. The examples and content become meaningful and contextualized. According to Taylor (2006), “the brain’s approach to processing new data is to search for some experiential connection. If . . . learners are not given the opportunity to create such an experience or encouraged to find existing connections that they can build on, they may revert to treating the material as something to be memorized, rather than understood” (p.74). Connecting content to the real world helps “foster brain-based, developmentally appropriate learning environment” (Rushton et al, 2003, p.21), which can be achieved via experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problems” (p.21). Brain-based evidence strengthens the link between holistic, integrated approaches and curricular development. The context in which lessons are presented plays a significant role in a learner’s conceptual development (Taylor, 2006). In ECRCHS’s Humanitas Academy, teachers employ central themes in order to create a common language for students and develop a conceptual framework through which they can scaffold information. Data collected by the program (CST scores, CAHSEE scores, attendance, and graduation rates, A-G fulfillment) indicate improved performance as compared to the general student body at ECRCHS.

Real world examples provide context, which plays an integral role in education. Learning content *a priori*, without any connection, understanding, or reference to a framework nullifies the impact of having assimilated the knowledge. It is imperative that teachers facilitate this scaffolding by placing content in context and then helping students make sense of the information through deliberate reflection and metacognition. Lemke (1990) claims that “Successful students [learn] though the *use* (author’s emphasis) of terms and principles in context” (p. 24). Lemke (1990) states that teachers must prepare a context for learning before engaging in the curriculum. “Learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values” (Bransford et al, 2000, p. 25). In this situation, Bransford et al (2000) show the importance of context and application to real world scenarios. To this end, ECRCHS has engaged in experiential education linked to the curriculum. Working with community partners, organizations,

museums, and individuals, teachers at ECRCHS provide their students with exposure to guest speakers, as well as field trip opportunities that supplement traditional curricular experiences. Students in the Alternative Education Program, Life Skills courses, Art classes, Science classes, and Special Education program, among others, interact with guest speakers who present on topics related to career and real-world connections to what is learned in the classroom.

Rushton et al (2003) discuss the need to “focus on the invisible processes and verbalize how and what we are thinking as we teach . . . making explicit the process” (2003, p.15). In doing so, they go beyond providing context and into the realm of metacognition. Bransford et al (2000) tie together the concepts of contextualization and metacognition. “Knowledge-centered environments intersect with learner-centered environments when instruction begins with a concern for students’ initial preconceptions about the subject matter....and include an emphasis on sense-making – on helping students become metacognitive by expecting new information to make sense and asking for clarification when it doesn’t” (p.136-7). In this view, teachers have two complimentary goals. Addressing preconceptions allows them to determine the context of misconceptions, while engaging in metacognitive reflection. ECRCHS has brought in experts to promote metacognitive approaches, including Professor Sandra Kaplan and trainers from the Search Institute. Moving forward, helping students employ metacognition presents a significant opportunity for the Charter School.

Knowledge is socially constructed across a range of ages and disciplines. Regardless of “the age... or the content...the same constructivist, brain-research principles, and Conditions of Learning, when applied, help foster a creative learning environment for students to develop their knowledge and grow as independent problem-solvers” (Rushton et al, 2003, p.12). Students young and old work to build meaning through collaborative efforts. Lastly, Bransford et al (2000) suggest that attention be given to “what is taught (information, subject matter) [and] why it is taught (understanding)” (p.24). Twenty-first century learning environments must be learner-centered so as to reflect the current research in the field of education and include experiential learning, real-world problems, thematic units of study, contextualized knowledge, and metacognition.

Both Banks et al (2007) and Bransford et al (2000) discuss in depth the impact of students’ time outside the classroom on the knowledge base they bring to the school setting. As laid out in Bransford et al’s first key finding, students enter school with “preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information” (2000, p. 14-5). Helping students arrive at a place where they have deep content knowledge remains a primary challenge. However, Bransford et al (2000) suggest that students must “understand facts and ideas in the context of a conceptual framework” (p.16). Teachers employ explanatory models (i.e. conceptual frameworks) to assist students with their understanding of content. For instance, the social justice framework has become increasingly prevalent at ECRCHS, as has sustainability. These complimentary approaches to understanding systems and issues have come to permeate a range of courses and provide a lens through which students can comprehend the material being taught.

The next frontier in learning theory deals with a deeper understanding of the way in which the brain changes as learning takes place. According to Rushton et al (2003) and Taylor (2006) brain based research dovetails well with constructivist approaches to teaching. Taylor (2006) points out that “Rather than focus on what the learner understands, [well meaning instructors] focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Rushton et al (2003) assert that “Interactive classrooms reflect a shift in teaching paradigms from [a] teacher-directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist,

brain research-based approach to learning” (p. 13). In support of the latter, Rushton et al (2003) cite research, which found that “an enriched learning environment” increases neuronal growth. If further research supports this connection between social-construction of knowledge, then the implications for education are vast. Wolf’s (2007) search for hints of the brain’s reorganization in light of written language development may help provide a richer understanding of how extant connections in neurons arose in modern *Homo sapiens*’ brain. By engaging all aspects of language, Project Based Learning (“PBL”) accesses a variety of learning styles, visual and auditory cues, and stimuli, all of which support increased neural growth. A number of teachers have started implementing PBL in their courses as they work to find ways of connecting content and learners in a student-centered approach.

7. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

ECRCHS aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. In order to achieve this, ECRCHS recognizes that secondary students in particular require autonomy, mastery, and a sense of purpose. (Pink, 2010.) ECRCHS’s emphasis on an engaging, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

ECRCHS’ instructional program teaches students to learn how to learn as they actively participate in their own learning, appreciating its relevance not only in their daily lives but also the world around them. Students demonstrate a desire to continuously improve their skills, knowledge, and selves with their teammates and colleagues, thereby developing a lifelong ability to continue to learn and innate commitment to acting responsibly toward others.

Teachers at ECRCHS deliver rigorous instruction and high expectations through a “backwards design” model. The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that content remains focused and organized (Wiggins and McTighe, 2006). As teachers review student achievement data, they provide ample support to help students become competent learners. This use of formative assessment data plays a vital role in providing feedback to students and helping further their learning. “New technologies provide opportunities to increase feedback by allowing students, teachers, and content experts to interact both synchronously and asynchronously” (Bransford et al, 2000, p. 141). Tools like TurnItIn.com allow teachers at ECRCHS to provide feedback to students that can help them to improve their writing and research skills. Feedback enables students to become self-motivated learners, responsible for their own actions and their own learning. The shorter the loop, the more quickly students can rectify mistakes and demonstrate mastery.

Equipped with a better understanding of how people learn and current learning theory, educators at ECRCHS are able to create effective lessons, units and projects. Ongoing professional development on topics including constructivism, formative assessment, and text analysis provide teachers with tools to enable students to become lifelong learners and effective self-advocates with a high degree of agency. Skills like metacognition are increasingly important. Merely educating students in content knowledge without the skills of how to apply facts to novel situations will invariably set them up for failure. Learning how to deal with failure, and the lessons it instills, are invaluable experiences (Barber, 2013; DeWitt,

2012). Resilience, alternatively referred to as “grit” in a number of outlets, may be the greatest 21st century skill.

8. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

Student academic and personal progress is the highest priority at ECRCHS.

ECRCHS Charter High School will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California

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: <u>Documentation (as per CCTC) maintained and current for each teacher</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students are taught by highly qualified teachers.	Recruit, hire, supervise, evaluate and retain qualified teaching staff. Ensure verification of proper credentials and DoJ clearance prior to start of employment. Actively recruit qualified teachers reflecting student ethnic demographics	100% of teachers properly certified and assigned .	100%	100%	100%	100%	100%

Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, ECRCHS’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions ECRCHS anticipates at this point in time.

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students use CCSS and NGSS aligned materials in all relevant courses and teachers implement a standards based education program.	<p>ECRCHS will embrace State content standards with innovative instructional methods and appropriate teacher-created assessments common to each department and aligned to standards to correctly gauge student achievement.</p> <p>The ECRCHS standards-based system addresses systemic inequities and meets the needs of all students, especially those students who are underperforming.</p> <p>Standards-based curriculum purchases will include primary and secondary texts for all core subjects, and in later years, World Languages and other courses as needed. Materials will be selected by textbook selection committees within each department who will give recommendations to the Curriculum and Instruction Committee. To ensure differentiation is provided according to student ability level, pace of the course, etc., instructors may select multiple texts to teach the same curriculum.</p> <p>Requests for additional, supplemental or new texts for individual courses may be submitted by teachers, who will follow protocols</p>	100% of students have access to standards-aligned materials and technology.	100%	100%	100%	100%	100%

	<p>for text selection by submitting a rationale through their department for selecting a text.</p> <p>Director of STEAM acts in an advisory capacity to incorporate STEAM throughout the curriculum.</p> <p>Evaluate new technology needs; purchase identified technology.</p> <p>Expand on current network infrastructure to improve reliability, capacity and access.</p> <p>Upgrade computers, interactive devices, sound amplification and media resources.</p> <p>Continue funding full-time Technology Director and staff.</p>						
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student learning is supported by school facilities that are in clean and good repair.	<ol style="list-style-type: none"> 1. Purchase new furniture for 10 classrooms and the college office. 2. Classroom furniture will be ordered to replace single student desks. This will include 54" x 18" tables for students and lightweight chairs that can be rearranged in multiple configurations to support Common Core aligned teaching methods, including collaboration. 	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing

	<p>Additionally, teachers will be given sit-to-stand desks providing them with flexibility in their teaching styles.</p> <p>(Year 1 only)</p> <p>3. The college office is in the process of modernization through the purchase of new furniture, computers for students to research colleges, work on higher education applications and scholarships, and digitizing their materials to reduce paper consumption. The college office will be painted, and new bulletin boards, ceiling mounting projectors, a drop down screen, and a mounted LCD screen will be added.</p> <p>Facilities will be maintained and cleaned through a contract through ECRCHS custodial staff.</p> <p>Facilities security will be provided by ECRCHS security staff.</p>						
<p>IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: <u>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>

<p>Ensure implementation of academic content and performance standards for all core subjects as they are adopted.</p>	<p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p> <p>Purchase Physics, Precalculus, History, English, Spanish, AP Environment, Chemistry textbooks.</p> <p>Teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences.</p> <p>Professional Development (EL, STEAM, Best Practices, Common Core, Technology), Conferences (AP by the Sea, AVID, Common Core, National Charter Conference), Workshops (Discipline, Community Relations, First Aid, Chemical Safety, Human Resources) to address culturally relevant teaching practices and strategies that may be used to target students' multiple intelligences.</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>
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<p style="text-align: center;">PARENT INVOLVEMENT STATE PRIORITY #3</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES</p>					
		<p>Method for Measuring: <u>Documentation of parent meeting attendance and agendas; results of surveys</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>

<p>Student academic achievement is supported by parents.</p>	<p>Provide access and training to parents in the use of the Aeries website and Naviance program.</p> <p>Maintain School Website as a communication tool for the community.</p> <p>Utilize Connect Telephone (telephone blast to parents) to communicate updates regarding activities, and individual messages to parents regarding attendance and grades. Messages are translated into Spanish.</p> <p>Conduct Back to School Night, and orientation events.</p> <p>Conduct ELAC committee meetings bi-monthly.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>
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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					
		Method for Measuring: <u>CAASPP measures tbd</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>All students will develop and show growth towards grade level proficiency, or higher, in all subjects.</p>	<p>Continue to provide: standards based instruction in all subjects; diagnostic testing for newly enrolled students to ensure proper placement; Summer School classes for students at risk; additional learning support to students including AVID tutors lunch time and after-school; appropriate academic support programs with full-time Intervention Coordinator, RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Intervention Coordinator; Algebra Readiness course after school; Student Success Team process for struggling students; identify, serve and reclassify ELs in accordance with charter petition; Attendance Coordinator position and implement strategies to increase attendance of chronically absent students; technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, FST meetings, and other assessments and protocols</p> <p>Conduct Summer Bridge program during which students are assessed for their high school readiness, math, reading and writing abilities. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to</p>	<p>Establish benchmark</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>
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	<p>instruction in successful student practices and study skills such as time management and organization.</p> <p>Implement Guardian Scholars Program for Foster Youth (Pierce College)</p> <p>Provide life skills training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers. These programs will address suspension rates for targeted group.</p> <p>Continue staff liaison with Group Homes.</p> <p>Alternative school also provides summer school independent study classes for students at risk.</p> <p>Provide CAHSEE workshops for students who have not passed one or both sections of the exam (This is in addition to the required math class for students who have not passed the math portion of the CAHSEE)</p> <p>Provide a 0.5 FTE school literacy coordinator to assist teachers with writing across the curriculum.</p> <p>Provide 8 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and</p>						
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	<p>college-readiness including:</p> <ul style="list-style-type: none"> • CCSS • Best Practices • STEAM • Compliance • Building Student Assets • Financial Reporting <p>Acquire new student information system. Q SIS, and continue with DataDirector that supports data-driven instruction and differentiated instructional strategies.</p>						
<p>ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: <u>API</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</p>	<p>See actions above.</p>	<p>Establish benchmarks</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target</p>

			(or equivalent) based on new CAASPP measures.	equivalent) based on new CAASPP measures.	(or equivalent) based on new CAASPP measures.	(or equivalent) based on new CAASPP measures.	(or equivalent) based on new CAASPP measures.
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: <u>SARC; student transcripts and college admission records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Increase percentage of students successfully passing A-G requirements and accepted to a college or university and increase the number of students, in each subgroup, passing the Early Assessment Progress (EAP)	Professional Development Conferences Teacher Training Purchase of textbooks Purchase of supplies and materials	75.5% of students will meet A-G requirements (+2% over 2013-2014); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will	79.5% of students will meet A-G requirements (+4% over year 1); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate	85.5% of students will meet A-G requirements (+6% over year 2); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will	90% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will	89.5% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will	100% of students will meet A-G requirements (+5% over previous 2); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed

		exceed the rate of comparison schools by 5%.	of comparison schools by 5%.	will exceed the rate of comparison schools by 5%.	exceed the rate of comparison schools by 5%.	exceed the rate of comparison schools by 5%.	the rate of comparison schools by 5%.
<p style="font-size: 48px; opacity: 0.3; letter-spacing: 10px;">DRAFT</p>							
<p>ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT</p>							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>CELDT or other available external assessments; ELD Folders</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>EL students will advance at least one grade level on the CELDT/ELPAC each year.</p>	<p>Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</p> <p>Provide New teacher assistance and support (BTSA), specifically relating to ELs.</p> <p>Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p> <p>EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction daily.</p> <p>Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</p> <p>Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>
<p>ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT</p>							

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT or other available external assessments; ELD Folders</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).	See the above Specific Annual Actions (English Learner Adequate Progress Rate).	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.
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: <u>AP exam scores; transcripts</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>ECRCHS will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher.</p>	<p>Teacher committee will release time for training and implementation. AP conference fees.</p>	<p>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually . Benchmark % of students achieved a 3 or higher on AP exams in 2013-14).</p>	<p>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.</p>	<p>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.</p>	<p>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually .</p>	<p>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually .</p>	<p>Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually .</p>
<p>EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: <u>EAP exam scores; SARC</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>

<p>Students will successfully complete all courses needed for the college of their choice and/or courses that prepare students for a career. Identified student subgroups will increase graduation by the rate of 2-5%.</p>	<p>In addition to actions above, students will meet with counseling staff a minimum of two times</p>	<p>Implement the EAP exam with student volunteers.</p>	<p>Implement EAP exam with all students; establish benchmark.</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>
<p>All students develop meaningful secondary college/career plans that lead to a high school diploma and readiness for college and/or career.</p>	<p>4. In addition to actions above, students will meet with counseling staff a minimum of two times during the year to develop college and career plans and gain guidance in modifying and pursuing these plans.</p> <p>Students and their parents have access to the Naviance program, a tool to guide them with post high school options. The College Office has the software installed for student and parent use.</p> <p>Provide outside speakers to present on college and careers.</p> <p>Utilize peer college counselors to meet and advise students with their post high school options.</p> <p>Provide "StrengthExplorers"</p>						

	<p>5. assessment for all 9th graders, "Careers" assessment for 10th graders, and "SuperMatch" for 11th graders and 12th graders to compile a list of colleges they wish to attend.</p> <p>Conduct College Fair, Fall and Spring College Knowledge Night, Financial Aid Night, PSAT Interpretation Night, Roundtable Talk with the College Counselors.</p> <p>Conduct field trips to local colleges, application workshops, essay workshops, application review sessions, mock SAT/ACT tests, SAT/ACT prep classes on campus.</p>						
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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: <u>The attendance rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	In addition to actions above, parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	>95.6%	>96%	>96.5%	>96.5%	>96.5%	>96.5%

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: <u>Individual student attendance records</u>					

		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	See above.	Chronic absenteeism <2.5%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%
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: <u>Dropout rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Incorporate social and emotional life skills through individualized instruction and support.	<p>6. Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credit taking into consideration the emotional and maturity level of the student.</p> <p>7. Provide supplemental activities and services including: referral to the Tarzana Treatment Center; PAL (Peer Active Listeners) Program; Body Image Group; two school psychologists, itinerary therapists; campus clubs; athletic program; music program; dance program tutoring; variety of student led evening events.</p>	The dropout rate will be <3% (Actual 2014-15)	The dropout rate will be <2.5%	The dropout rate will be <2%	The dropout rate will be <2%	The dropout rate will be <2%	The dropout rate will be <2%

GRADUATION RATE [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: <u>Graduation rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will continue to maintain high graduation rates with a goal of reaching 98% graduation rate.	See the above Specific Annual Actions (Dropout Rates). See the above Specific Annual Actions (EAP College Preparedness).	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student suspension rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Decrease the number of suspensions and truancies.	Utilize attendance coordinator Utilize Aeries software program Utilize telephone Connect system Utilize counselors and Deans Utilize progressive discipline.	Suspension rate will be maintained at \leq 0.5%	Suspension rate will be maintained at \leq 0.5%	Suspension rate will be maintained at \leq 0.5%	Suspension rate will be maintained at \leq 0.5%	Suspension rate will be maintained at \leq 0.5%	Suspension rate will be maintained at \leq 0.5%
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student expulsion rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

School will continue to maintain a low-suspension rate.	See the above Specific Annual Actions (Student Suspension Rate).	Expulsion rate will be maintained at <1% 0%	Expulsion rate will be maintained at <1% 0%	Expulsion rate will be maintained at <1% 0%	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%
[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: <u>Stakeholder Surveys</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will engage in effective communication with meaningful resources for families and a shared leadership to support student success.	Aeries software program Connect Telephone system Parent/Leadership committees ELAC committee SST Teams School Website Parent Knowledge Nights	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys
BROAD COURSE OF STUDY STATE PRIORITY #7							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Teacher Lesson Plans; SARC; WASC Accreditation Review</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>Students are actively engaged in learning beyond core courses.</p>	<p>Partner with community businesses and organizations to provide Internships, project based learning, and college courses.</p> <p>Offer Community service learning opportunities: Heal the Bay; visiting nursing homes and hospitals; Support our Troops; Habitat for Humanity; Pajama Momma; Foster Children Toy Drive</p> <p>Increase opportunities for students to participate in performance enrichment activities such as but not limited to: elective music, arts programs, journalism, STEAM programs, robotic programs, ACADECA and computer classes.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students</p>	<p>Continue to provide broad academic and enrichment opportunities for all students.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students.</p>	<p>Continue to provide broad academic and enrichment opportunities for all students</p>	<p>Continue to provide broad academic and enrichment opportunities for all students</p>	<p>Continue to provide broad academic and enrichment opportunities for all students</p>
<p>All students will utilize technology, as appropriate, and develop awareness of its application to learning.</p>	<p>9th grade unduplicated students (low-income, EL, foster youth) will be able to take home Microsoft Surface Pros for the academic year.</p> <p>Create a full time Director of Student Technology position to support unduplicated students. (All)</p> <p>Clickers will be purchased for assessment purposes in the Science and Math departments. (All)</p> <p>LCD and document cameras will be purchased for use throughout the school. (All)</p> <p>Purchase Rosetta Stone and ALEKS math software for EL students. (EL)</p>						

	Utilize Turnitin for assessment purposes. (all)						
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ___					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
N/A							

INSTRUCTIONAL DESIGN

9. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

The ECRCHS instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers through afternoon professional development in-service trainings. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development ('TPD'), which "is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature" (p. 130). On a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (such as social justice) and present solutions to their fellow faculty members. Another example includes special education instructors providing tools and techniques to help their colleagues better address the needs of students who have differing abilities.

As indicated in the LCFF State Priorities Table above (State Priority #1), all teachers at the Charter School are certified and have earned their California credential. Teachers in English, Math, Science, History-Social Science, World Language, Physical Education and Visual Performing Arts are credentialed in the disciplines they teach. Staffing of the small learning communities (Humanitas and AVID) takes place through discussion with selected faculty to determine their interest in these programs. Often these

academies require extra coordination and time to create a unified educational experience for the students.

ECRCHS provides a student-focused education within a rich setting that enables its diverse pupils to attain high academic achievement coupled with the practical skills and talents necessary to be contributing members of a global society. This approach aligns directly with the research on how people learn, namely, learner-centered classrooms that address prior student knowledge and its social construction. The Charter School's instructional philosophy is predicated on the notion that all students can learn. Employing a highly collaborative instructional model, ECRCHS aims to provide students with authentic experiences that will position them for post-secondary success. Many teachers work cooperatively, designing educational programming that focuses on connections between the curriculum and the real world. Service learning, career/college readiness, and cross-curricular instruction form the basis of ECRCHS's research-based pedagogy. Small Learning Communities ("SLCs") at ECRCHS provide students the opportunity to develop skills for careers – Art and Design Academy, Careers in Entertainment Academy ("CEA") – prepare first generation college students for the rigor of higher education (AVID), or allow students to work in an interdisciplinary fashion (Humanitas), while creating a sense of belonging. Additionally, with the advent of the Charter School's STEAM (Science, Technology, Engineering, Arts and Math) program, integrating arts into the STEM fields provides students with the skills and collaborative experiences needed to succeed in college and career. Students in the Humanitas Academy are programmed jointly, as are those in AVID. In 2014-15, 255 students enrolled in Humanitas and 182 in AVID. Humanitas students are co-programmed into English, Science, Art and Social Studies, whereas AVID students are co-programmed into English, Math, History-Social Science, AVID study skills and starting in 10th grade, Science. Those students enrolled in either Art and Design or CEA choose from a set of electives that encompass these programs. 178 students are currently enrolled in Art and Design, which requires the following courses: Introduction to the Fashion Industry AB, Beginning Clothing, Clothing & Textiles, Fashion Merchandise AB, Housing/Interior Design and Fashion Design AB. CEA currently has 164 students and is comprised of: Filmmaking 1AB, Filmmaking 2AB, and Film Production AB, Broadcast Journalism, Digital Image Production and Film History.

The Charter School's instructional design includes two key components that exist throughout its many departments. "Writing Across the Curriculum" and "Literacy Across the Curriculum" reach various departments beyond the traditional academic disciplines, including Visual/Performing Arts and Physical Education. Both literacy and writing serve as cornerstones of the Charter School's instructional design, extending into all disciplines within the school. ECRCHS's Literacy Coordinator works with each department to integrate these programs, as well as continue to support the Charter School's Sustained Silent Reading ("SSR") effort. ECRCHS uses SSR as a tool to promote and model reading. SSR occurs during the first fourteen (14) minutes of third period, a 68-minute block designed specifically for this purpose. In order to ensure the efficacy of SSR, the Literacy Coordinator administered a survey to the faculty during the 2014-15 school year. A majority of teachers (70+%) indicated support for the program. Through feedback elicited by faculty, the Literacy Coordinator worked to address concerns about the program and improve the program.

Teachers across all disciplines at ECRCHS implement the Socratic Seminar program when teaching topics that lend themselves to discussion. Overseen by the Literacy Coordinator, this approach to teaching represents one of many tools in the teachers' arsenal. With the goal of creating more learner-centered classrooms, Socratic Seminar provides an opportunity for students to participate in an intelligent, respectful discussion about an issue, a text, a problem, or concept. As part of the process students must:

- Listen and speak

- Think critically
- Reference the text
- Respond responsibly
- Question appropriately

This collaborative, inquiry-based discussion teaches students to understand the ideas, issues, multiple meanings, and values reflected through close analysis of complex topics. It aims to prepare students for exams, essays, and to make real life connections with the content. Furthermore, Socratic Seminar aligns closely with constructivist approaches to learning by allowing students to co-create understanding in a discourse couched in learner friendly language.

The following table provides examples of teachers employing Socratic Seminar across various disciplines. In each of these examples, the teacher presents a situation and information to students, allowing them to interact with the material, think critically, and engage in discourse or dialogue. The curriculum becomes interactive and student centered through deployment of the Socratic Seminar, thereby aligning more closely with the research on how people learn.

Department	Topics Covered Using Socratic Seminar as an Instructional Method
Science	Environmental issues Code of ethics Medical practice guidelines Primary Documents: Newton’s laws, Galileo Current Events and articles Court and Legal Cases Scientific Essays
Physical Education	Fitness Guidelines Nutrition labels Dietary recommendations Weight-loss program descriptions Medical practice guidelines Sports medicine Game strategies for all sports
Mathematics	Mathematical proofs Word problems Logic “arguments” Statistics Critical thinking puzzles Graphic and or data information
Visual and Performing Arts	Performances (e.g. dance, play, monologue, musical, etc.) Art pieces Scripts Art history texts Artist biographies/autobiographies Photographs Director, choreographer, conductor, animator notes (background information about the creative process)
History-Social Science	Primary or secondary source documents

	Historical speeches Laws Treaties Legislative bills Court/legal cases Current events
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Part of ECRCHS’s instructional methodology includes Shared Inquiry from the Great Books Foundation (2015). It is “a method of learning that enables people of all ages to explore the ideas, meaning, and information found in everything they read.” This approach provides teachers with a tool that helps engage students in their text. Shared inquiry “centers on interpretive questions—questions about a text that have more than one plausible answer,” and aims to engage students in “thinking, listening, and responding to questions and answers from others in their discussion groups.” Shared Inquiry draws on the constructivist approach to knowledge creation. Teachers act as guides, leading students to develop textual interpretations as well as understanding those of others. Much like Socratic Seminar, this method has utility across a range of subject areas, an important factor for ECRCHS.

Lastly, ECRCHS hired a Director of Sustainability and STEAM Initiatives to bring an interdisciplinary approach to the Charter School. Numerous departments – such as Science and Visual and Performing Arts – and small learning communities – including Art and Design, Humanitas, and CEA – have integrated environmental and social aspects of sustainability into their curriculum. Many of these have taken the form of projects and cross-disciplinary ventures. These include the following:

- 10th Grade Humanitas’ E3 Technology Expo (“E3XPO”): an interdisciplinary event where students research, represent and market a new technology at the E3XPO. Each team is responsible for the development of informative brochures, booth display materials, and an informative three-minute presentation. Each of these required components must address the environmental, economic, and social equity issues that are central to the technology. Topics include, but are not limited to: Ending the Digital Divide, Malaria Nets, Artificial Coral Reefs, 3D Printing, Wind Power, Improved Sanitation, Genetic Engineering, Hybrid Cars, and Social Media for Activism
- Solar Cell and Green Building Presentation (Chemistry and Physics): students from the chemistry and physics courses present their work in an exhibit hall where they demonstrate the solar cells they have built (chemistry) and green homes they have designed and created models for (physics) in a joint venture highlighting these technologies.
- Student documentaries (CEA): as part of the requirement in the Filmmaking course, students choose topics related to sustainability. Past topics of shorts have included the skateboard racks and electric vehicle charging stations, as well as covering the Earth Day Art and Poetry Festival.
- Art in Science (Biology and Drawing): two teachers, one in science and one in art, joined together to co-teach a unit on “art in science” where science students learned to draw and create art work depicting local species and art students learned about the anatomy of these organisms.
- Earth Day Festival (English, Drawing, Painting, Graphic Design, History): starting with the vision of the two teachers who coordinated the “Art in Science” unit, the Earth Day Art and Poetry Contest became the Earth Day Festival with teachers from various departments in the Visual Performing Arts, English, and History-Social Science using the same prompt to create original pieces (including poems, photography, digital imagery, paintings, drawings and posters) to show in the inaugural Earth Day Festival. Student groups participated by creating items from

repurposed goods. The event included healthy, natural food options, and a documentary focused on “manufactured landscapes,” the theme of student submitted photography.

Catterall and Pepler (2007) state, “students who received high-quality arts learning made significant gains in self-efficacy and in creativity, specifically on the originality subscale” (p. 543). Catterall, Dumais, and Hampden-Thompson (2012) found “positive relationships between arts involvement and academic outcomes” for “at-risk populations (low-SES)” and “high-SES groups” (p. 24) as well as an increase in low-SES students’ college attendance (41%) and completion (17%) rates as compared to low-SES students with minimal participation in the arts (26% attendance and 5% completion). With all of the evidence supporting the inclusion – and integration when possible – of arts into the curriculum, ECRCHS requires students to take 10 credits of Visual/Performing Arts course to graduate. For instance, the burgeoning sustainability and STEAM programs connect art teachers with science concepts and math teachers with energy and water usage while considering the aesthetic aspect of these interconnected disciplines. With a range of offerings, students can choose from visual art courses (including but not limited to painting, drawing, calligraphy and design craft), performing arts courses (such as introduction to theatre, guitar, jazz ensemble, choir), and other options like filmmaking and stage design. Many of these courses have embedded sustainability related content, including the fashion and design courses, which now consider Fair Trade, organic materials, product sourcing, and end of life cycle discussions.

As ECRCHS continues to push forward, opportunities for experiential learning (e.g. field trips, guest speakers, work experience, etc.) and interdisciplinary approaches to learning support the changing landscape of college and career options facing ECRCHS’s students in the 21st century. CCSS-aligned instruction dovetails with this approach. Providing opportunities for students to collaborate, think critically and creatively, and deal with real world issues will serve them well. In particular, career readiness will be essential to student groups who need exposure to opportunities in their field of interest.

CURRICULUM AND INSTRUCTION

10. Curriculum

Key features and components

ECRCHS offers A-G standards-based curriculum and these courses are approved by the University of California for ninth through twelfth grades. ECRCHS has a highly effective curricular plan that is accessible to all students. A Class of 2014 graduation rate of 94 percent and over 90 percent of graduates attending 2-year or 4-year colleges and universities is a testament to the effectiveness of our curriculum. ECRCHS’s curricula align with the newly adopted Common Core Standards (CCSS), the pre-existing California State Content Standards, the Next Generation Science Standards (NGSS), and English Language Development Standards.

Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Physical Education, Career/Vocational Education, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, World Languages, Health and Life Skills.

English Language Arts (Core, College Preparatory)

The English Language Arts curriculum is a broad survey of Literature and Rhetoric, including fiction and non-fiction texts, films, documentaries, radio interviews, and art in various forms, which focuses on critical thinking and results in evidence-based answers to questions, especially in discussion and the development of essays. Teachers use interactive discussions (whole class, small groups, Socratic seminars), and vocabulary development to tackle difficult texts, and background research as introduction to new topics or “into” activities. In addition, teachers collaborate to create challenging curriculum with similar expectations across the department, and the curriculum is differentiated according to students’ needs. The English curriculum comprises of various levels of classes (Honors, AE, regular/sheltered, Avid etc.) to address all types of needs. A focus on group work helps students relate to each other and develop interpersonal skills. This allows gifted students an opportunity to academically help those students who need additional explanation, while students who are not academically gifted enhance the discussion with his or her prior knowledge and experience. Teachers take the time to get to know students on an individual basis to help students with specific learning needs. This is done in various ways, for example teachers will hold individual conferences as the rest of the class is engaged in independent work or through students’ written work such as essays and short answers, which reflect both writing and reading comprehension skills these practices are aligned with the California Common Core reading and writing standards. The curriculum reflects the student body of the school and offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as foster a sense of understanding and respect for all cultures. This philosophy of analyzing cultural points of view reflects California Common Core Standards. Some of the multi-cultural texts are: *The Circuit*, *Nectar in a Sieve*, *Red Azalea*, *The Kite Runner*, and *Things Fall Apart*.

Teachers utilize various forms of assessment, both formative and summative. Some of the assessments include but are not limited to: writing—essays, short answers, research papers; tests, quizzes; small group and whole class discussions including Socratic seminars; research projects, culminating projects at the end of units; presentations, standardized assessments. Teachers often create material to enhance both teaching and learning. One example is an individualized vocabulary notebook in which the student records a word that he/she does not know, then provides the definition of the word followed by quoting the author’s sentence, finally the student uses the word in his/her own sentence emulating the author’s style. This activity is highly effective in vocabulary development as research shows one retains vocabulary in context and not in isolation. In addition, this exercise improves students’ writing as they emulate various “professional” authors. Another such material is the Dialectical Journal in which students select lines from their reading material and explain and interpret those lines. This is an effective formative assessment for both reading comprehension and critical thinking. Teachers create various pre- and post- reading activities and units on Media Literacy. For example, 11th grade teachers do a “trial” for the three main characters of *The Scarlet Letter* in which groups of students represent the characters and try to prove who is most innocent; an additional group makes up the jury. The groups must be faithful to the novel in their defense of the characters and the jury must provide its argument justifying the verdict. This activity lends itself to both formative assessment and review for summative assessment. These student-centered activities promote California Common Core Standards in the areas of: reading, writing, listening and speaking.

Teachers utilize technology regularly to enhance their teaching when they use YouTube, PowerPoint etc. as teaching tools. Cutting-edge technology such as turnitin.com is also implemented which not only checks for plagiarism, but also offers a comprehensive grading program that allows teachers to give students a great deal more feedback on their papers. Students have access to this program and teachers routinely take their students to computer labs where they have access to the Internet. Additionally, the library provides computer and Internet service to all students.

Starting in the 9th grade, students are prepared for the highest level of English course offered at El Camino Real Charter High School, with an emphasis on analytical writing in all classes (sheltered level through Advanced Placement), focusing on comprehension, analysis, and interpretation using textual evidence. All students write at least six to eight full-length (usually four to six paragraphs) essays per year in MLA format; these essays, aligned to California State Common Core Standards, contain a thesis statement that is supported by relevant, sufficient textual evidence or facts or definitions—whichever applies. In keeping with CCSS, students also deliver and listen to speeches, write extensions on literature they read, write creative pieces, and synthesize evidence from a multitude of sources including newspapers, documentaries, and primary and secondary sources.

English Language Development (ELD)

The EL population at ECRCHS includes students with many different home languages, including: Spanish, Armenian, Farsi, Tagalog, Albania, Arabic, Hebrew, Vietnamese, Korean, Hungarian, Mandarin (and “other Chinese), Urdu, Pashto, Khmer (Cambodian), Russian and French. The ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school’s ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type” (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the following: Listening, Speaking, Reading, and Writing. The EL Coordinator monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians. ECRCHS follows the LAUSD EL Master Plan

Language Arts Support (LAS) Non-Core/Non-College Prep

This is a multi-leveled class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. Led by the EL Coordinator, the course uses the textbook *Text Connection* as its foundation, with the structure and direction of the class differentiated significantly based on individual students’ needs.

ECRCHS employs one instructor to teach ESL courses. As of the 2015-2016 school year, the Charter School has approximately 110 students classified as EL, with two dozen in a specific English as a Second Language course. The students are assessed in the first week of school to determine proficiency and level. Students are placed in levels 1-4, according to the assessment results. ESL courses are taught within a single class with a 2 period block. At any given time, there could be all four (4) levels in the classroom, depending in student progression.

ESL class is taught in a group rotation with students working in 3-4 groups during the rotation (on a daily basis). One group receives direct instruction from the teacher. While the direct instruction takes place, the next group uses computer language instruction (Rosetta Stone) for verbal, writing, reading, and listening skills. Another group works on independent literacy with activities related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction workbook. Additionally, ECRCHS employs the High Point program, which has been found effective in helping English Learner students to make progress toward reclassification (Vuckovic, Hayes & Salazar, 2006).

Mathematics (Core, College Preparatory)

One of the main guiding principles of the mathematics department is to ensure consistency within each course, regardless of the teacher each student has. The department continually improves upon this principle by holding course-specific monthly meetings to address concerns and pacing challenges. The faculty also incorporates department-wide, course-specific midterms and finals, which are developed each year by these subject-specific teams of teachers. Students should have similar learning objectives and class expectations in every subject.

One of the innovative components of the department's curriculum is the re-take policy. Every student in Algebra 1, Geometry, and Algebra 2 has the opportunity to re-take any chapter test in order to improve upon their prior score. There are limitations and restrictions to the grade increases students can earn that become more prohibitive as students' progress from Algebra 1 to Algebra 2. The department started this component in 2012 and continually monitors and adjusts it as needed from year to year. Another innovative component of the department is to offer the stronger 9th grade Algebra 1 students the opportunity to go directly into Algebra 2 for their sophomore year (they would take Geometry over the summer). This was added to give these students an opportunity to progress into Math Analysis in their junior year and then to AP Calculus AB in their senior year. The department wanted to increase the number of students taking AP math classes and this was one way to give students an opportunity they wouldn't traditionally have. In 2012, the department added AP Statistics to the curriculum to address the needs of many of the seniors who had already taken AP Calculus BC in their junior year. The faculty also encourages students who are not ready for AP Calculus in their senior year to take AP Statistics as an alternative. This class was made available for students who didn't wish to pursue math-based higher studies but still wanted to take a math class that would fulfill a general education requirement for many college degrees. During the 2014-2015 school year, there were over 100 students taking AP Statistics.

All classes employ small-group learning, and teacher-directed instruction. Also, writing-based activities and projects are assigned at least once per semester. Many of these classes use document cameras, scientific or graphing calculators, computer programs such as Geometer's Sketchpad, Geogebra, WolframAlpha, and other e-learning tools. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests. Many use online tests

from Examview software to create assessments on the days leading up to a test, and analyze the scores to adjust their teaching accordingly. All material taught in math classes directly addresses one or more of the Common Core State Standards (CCSS). The department will also be adding projects that directly align to these new standards and allow students to actively apply the material they have learned to real-life or realistic settings to further reinforce these concepts. The department uses textbooks that are aligned with the CCSS and supplement them with Common Core workbooks and other reference guides. (See below for specific texts used.)

The department collaborates and utilizes internal assessments and standardized test results (CAASPP, CAHSEE, AP exams, etc.) to inform instruction. To address the needs of all students, there are many unique programs and processes available. Translation devices (electronic or paper) are encouraged for English Learners, in addition to verbal and written notes, outlines, diagrams, and other handouts (paper or electronic) with limited vocabulary that allow students to better comprehend the mathematics standards.

The department offers many rigorous classes for Gifted and Talented students. In addition to the burgeoning honors and AP program with over 500 students, ECRCHS competes with other schools in math contests through California Mathematics League (CAML) and American Scholastic Mathematics Association (ASMA). ECRCHS also became a charter member of Mu Alpha Theta in 2012, which is a national high school and two-year mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete against each other and against other schools from around the country and internationally. Also, all students in Honors and AP math classes compete in the national American Mathematics Competitions (AMC). The AMC-10 is given to all Honors Algebra 2 students (there were about 100 students tested in 2014-2015) and the AMC-12 is given to all Honors Math Analysis, AP Calculus AB, AP Calculus BC, and AP Statistics classes (there were over 300 students tested last year).

For students achieving below-grade level, the department offers many resources: the chapter re-takes as mentioned earlier, lunch time peer tutoring (through PETS), teacher directed small group tutoring at lunch, extra credit opportunities, take-home quizzes, and summer school credit recovery programs.

Students are also encouraged to utilize free educational learning software and online programs such as Khan Academy and YouTube. For socio-economically disadvantaged students, ECRCHS offers fee waivers for AP exams, and students are allowed to borrow graphing calculators (TI-83 and TI-84's) and Barron's guides for AP classes. For students with disabilities, the Special Education department helps with designing and implementing student-tailored IEP's. In addition, ECRCHS offers many courses (especially in Algebra 1 and Geometry) in which a two-teacher team (Math Teacher and Special Education Teacher) will collaboratively teach the class to address the needs of students with disabilities or other health needs. Classes that are taught collaboratively include Algebra 1, Advanced and Applied Mathematics, Geometry, Algebra 2, and Math Analysis. These classes are determined by the APSCS in coordination with the Assistant Principal in charge of Special Education to provide a collaborative environment for as many students with disabilities as possible, according to their IEP accommodations. While there are also struggling and EL students in collaborative classes, the primary focus is providing support for those students with IEPs. Typically, there are about 5-10 students with special needs in each collaborative environment. Currently in the fall of 2015, we have the following classes designated as collaborative; each class is staffed with two teachers (a math teacher and a special education teacher or paraprofessional):

Math Class	Count
Algebra 1	7
Advanced and Applied Math	2
Geometry	5
Algebra 2	7
Math Analysis	2

Teachers obtain access to instructional materials through the department chairpersons. Many find supplemental material through their own research and through professional conferences such as CMC South Conference in Palm Springs, California, or through more specific conferences such as “AP by the Sea” conferences. The process at our school for requisitioning supplementary materials includes:

- 1) A request (written or oral) made to the department chair(s).
- 2) Upon their approval, the department chair(s) request these materials to Assistant Principal in charge of the Math department for his/her approval. If she approves of the request, she will provide the funding for these materials.

History-Social Science (Core, College Preparatory)

The Social Studies Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progression over time. Students are exposed to a variety of philosophies and cultures that develop the student to be globally aware. The department’s goal is to prepare students to critically analyze topics that might be different in a historical perspective and a social perspective. The analyses of many concepts that delve into “cause and effect” and “change over time” prepare the student to think about concepts that appear in our social consciousness on a daily basis. These analyses also help students to develop into independent thinkers.

The department creates a variety of project-based learning assignments, using Bloom’s Taxonomy to assure that many different modes of delivery of information are used to help students excel in the classroom. This is especially important when catering to the needs of international students and English Learners. The use of experiential learning provides an avenue of vocabulary building, and connecting prior knowledge to new vocabulary allows these students to adjust successfully in the classroom. The use of technology such as Google Translate helps students to comprehend content from a textbook so they do not fall behind in their classes. The monitored use of electronic dictionaries is also encouraged.

Students also have access to many avenues of resources or accommodations to tap into their unique individual needs. The department utilizes a school-wide intervention strategy by working together with the Counseling and Student Services departments to understand the particular needs of each student and then make sure those needs are understood and met. Having a constructive dialogue with parents also serves as an important method of intervention, as this ensures that parents are aware of student progress.

Students are encouraged to take advantage of support programs, including PETS, a peer tutoring service available everyday during lunch. Participation in nutrition or lunch study club is also encouraged and

proves helpful when students are struggling with class material. The department is also exploring the addition of a bridge program for students who may need extra study skills to succeed, or extra support to move up to Honors or Advanced Placement courses.

The department strives to have consistency in content and standards among similar classes, as a student may have to transfer due to schedule changes. This consistency makes for a seamless adjustment as well as better knowledge comprehension.

The department faculty strives to be on the cutting edge of what is effective in education, by seeking out innovative programs and or techniques to make sure the classroom environment is not only current, but also progressing further into the 21st Century. Quite often technology is used in simulations or for online “field trips.” A number of classes are also taught with teacher cohorts in the AVID and Humanitas programs. In order to expand students’ knowledge of the social sciences, the Social Studies department offers a variety of electives including Psychology, Advanced Placement Psychology, Anthropology, and Advanced Placement Human Geography.

The Social Studies department is always looking to enhance the student experience through new and exciting programs, simulations, and techniques that peak student interest in the subject matter. For example, each year the department organizes the International Economic Summit and the Stock Market Challenge, both of which are very popular. The International Economic Summit is a simulation in which students take on the roles of economic advisors for various countries, and then try to improve their own country’s standard of living through trade, internal improvements, and negotiations of trade issues. In the Stock Market Challenge, students analyze stocks and put together their own stock portfolio, adjusting for real-time changes in the market. This requires that students stay informed, and leads to the development of money management and investment skills.

The teachers of the Social Studies department support all students as they guide them and prepare them not only to succeed academically but also to become socially responsible global citizens.

Science (Core, College Preparatory)

The Science Department’s focus for student learning is based on exploration and analysis of data and experimentation, with the goal of equipping students with the skills and knowledge necessary to analyze the details and understand the underlying cause of natural events observed in the world. To aid in this goal the department has collaborated to construct its own textbooks that are aligned with state standards, and changed pedagogy to incorporate more project-oriented learning, where several concepts are connected by a theme so students can draw stronger connections and have the opportunity to present their discoveries to their peers. We also prepare lab experiments that explore scientific principles in a hands-on manner. In an effort to integrate technology into the classroom, the science department utilizes electronic test scoring; students take quizzes with clickers, which gives teachers the ability to evaluate student learning in real time and actively respond to each student’s capabilities through targeted instruction.

The science department supports the Common Core English standards by having students read, analyze, and discuss current non-fiction scientific literature. This provides real world applications of science content taught in class, thus increasing the relevancy of course content for students. Integration of math skills into the science content also supports the math component of the Common Core standards. For example, science courses incorporate the analysis of graphs and data sets, as well as calculations

where applicable. This gives students authentic experience applying math skills as they would be used in science research.

The science faculty provides rich and engaging science experiences for our students by creating activities that incorporate art and writing with science. An example of this is “The Art of Science”. In this curriculum students observe interactions between native plants and insects, and non-native plants and insects, and then illustrate these relationships in a watercolor painting and describe it in writing. In addition, ECRCHS’s annual Earth Day Festival encourages students to submit artwork and poetry inspired by their surrounding environment and conservation efforts. Projects such as these increase engagement and relevancy for our students.

The science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies are: supporting arguments with evidence, SDAIE techniques that support English Learners, Socratic seminars and inquiry laboratory investigations. Collectively these strategies allow all students to access and investigate the science content. Struggling students are supported with SDAIE techniques that provide the content visually, orally, and kinesthetically. Inquiry investigations allow our high achieving students to extend their learning. All students also have access to a school wide tutoring programs and individual assistance from their science instructor.

The following course descriptions provide the objectives of each course.

Visual and Performing Arts (Core, College Preparatory)

The goal of visual and performing arts instruction is for students to recognize the relationship between the arts and society and the connection to global world culture. Students in Visual Performing Arts (VPA) classes have the opportunity to express their own creativity effectively and skillfully. They take ownership of their creative process and product as they develop, direct, and redirect ideas. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Students explore the concept that VPAs are an expression of culture and society and its changes are a reflection of the differences across cultures and societies.

A variety of creatively inclusive and forward thinking courses meet the needs of our diverse student body. VPA students design, build, and participate in exhibits, performances, and productions that connect classroom learning to real life events. Often, students take introductory courses first and then move on to VPA courses that specialize in their creative path of study. In addition, VPA recently became a core curriculum course for all 9th grade students in the Humanitas program.

The VPA program provides many opportunities for students to participate in public performances. Band, Dance, Drama, and Choir groups all perform in the surrounding community. Students also collaborate with nearby middle school and elementary students. Through these experiences, students develop skills in leadership, time management, and organization, and connect art to the issues in the world around them.

The VPA department has made many important changes since ECRCHS became a charter school. The department now organizes or participates in several events. The “Big Event,” a multifaceted student planned and directed event, includes and unites performances and exhibits from all the arts. Dance, Drama, Choir, Band, Graphic Art and Fine Art students have a chance to shine as they demonstrate their

skills, and show arts opportunities to other ECRCHS students. The “Earth Day Festival”, which celebrates the earth and promotes efforts toward conservation, is an art and writing exhibit of student work created in class or independently, The “Power to the Artist” Event, an art and writing exhibit, makes a statement about issues students feel strongly about. The VPA department is also involved in “Get Lit” and the “Poetry in Performance” program, which uses classical poetry as a prompt for students to write original poetry, and includes public performances and competitions.

To address the social and environmental issues they are most passionate about, students have contributed their creative talents to develop theatrical scenes, musical performances, visual art, and service learning projects that inform, challenge, and inspire an audience to action.

The VPA Department has made many strides to increase the use of technology. The program *Visualizer* (with display screen) allows demonstrations, virtual art lessons, and online tours of museums and colleges. These demonstrations are more accessible visually to students. Students and teachers utilize Internet research and study past and current artistic events and future possibilities in VPA productions while planning performances, activities, and events.

Looking forward, the VPA department’s goals include increasing teacher common planning time, facilitating student internships, engaging in community outreach programs, and providing students with direct links to agencies and studios. The department faculty aspire to foster relationships with institutions of higher education that offer VPA programs in order to help students with that transition after graduation and to make sure they are prepared to undertake university-level study in their specific area of interest. The VPA department plans to increase class selection and offer AP courses, use modern computer labs for performance video creation and editing /animation / media art/ VPA study and research and continue to expand and improve ECRCHS events and exhibits.

Physical Education (Non-Core, Non-College Preparatory)

Physical Education (PE) is an integral part of the curriculum for all students. Students acquire lifetime physical fitness concepts to help them develop motor skills and maintain a positive self-image. The curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, a positive attitude and the confidence needed to adopt and maintain a physically active and healthy lifestyle for life. Equality in instruction is provided for all students regardless of gender, ability, disability, race/ethnicity, religion and appearance. Adapted physical education students are programmed into a lower enrollment PE class and their needs are met per their IEP. Technology used in Physical Education classes may include: heart rate monitors, push up testers, digital videos of skills or student performances, websites, and use of music whenever appropriate. Students demonstrate knowledge and understanding through the performance of exercises and skills, written examinations, and observations by the instructor. The standards addressed in the ninth and tenth grade classes are aligned to those addressed on the California Physical Fitness Gram. Other options for PE include team sports, dance, and aerobics. The PE department participates in the school-wide SSR and Writing across the Curriculum programs in an effort to support literacy and writing as cornerstones of the Charter School’s instructional design.

World Languages (Core, College Preparatory)

The goal of the World Languages department is to provide all students at ECRCHS with an opportunity to experience other languages and cultures in addition to their own. In the World Languages classes,

students will develop listening, writing, and speaking skills in another language, along with knowledge of the target culture. The department currently offers three years of two languages, Spanish and French, and two years of Spanish for Spanish Speakers for students who already speak and understand the language, but need additional help in defining and perfecting their writing and speaking skills. ECRCHS also offer Advanced Placement Spanish Language and Advanced Placement French language, as well as Advanced Placement Spanish Literature, for those students who excel in World Languages classes and wish to continue their study of these languages.

It is the goal of the department to comply with the admission requirements of the California State University and University of California systems, so students are placed in three or four years of the same language, depending on the student's academic plan. Students who excel in World Languages classes are strongly encouraged to take Advanced Placement courses for college credit.

Although earning a D is a passing grade, universities do not consider it sufficient. For this reason, the World Languages department decided to raise the C mark at 74% in the Spanish 1 and French 1 courses in an effort to elevate the success rate in the higher levels and provide summer school for the students who receive lower grades. In previous years we saw that a significant number of students getting C's did not do well in the more demanding second year of the language. We will test this practice to see what happens. We also make an effort to include in our lessons' differentiated activities to reach our gifted population to the low achieving students. We constantly analyze the students' potential and capacity and modify our lessons as needed to better prepare our students of all levels.

In addition to the audio enhancement device recently installed in the World Languages classes, there is a committed effort to include technology in the classroom. The department faculty use pertinent websites in class and share teaching aids that may improve student learning. The school's student information system, Aeries, now sends parents reminders of upcoming assignments to keep parents and students informed and prepared. The department's newly acquired textbooks provide an e-book for students to access at home. The department would like to incorporate a comprehensive language lab so students can demonstrate their ability to speak the language one on one, privately, to the instructor instead of in front of the class, which can be intimidating for some students. The department believes that the addition of a language lab would make the oral portion of the classes more effective, which may encourage more students to move on to advanced courses.

The World Languages department is in continuous communication with counselors, parents, Special Education case carriers, and other teachers in order to determine the best ways to assist students with 504's and IEP's. Some World Languages teachers offer tutoring at lunch or after school, as does The French Scholar Society. All course syllabi include this and other pertinent information so that parents are aware of the services offered by the school, as well as the course expectations and recommended strategies for student success. The syllabi are sent home for parents and students to sign, and in some cases are permanently posted on the teacher's website for parents and students to reference when needed.

The World Languages department is sensitive to the needs of socioeconomically disadvantaged students. Teachers may request resources from the PTSA and Friends of ECR (parent groups) to help provide materials to students, or suggest alternative assignments that would be more accessible to the student. The school library is open before, during, and after school for students to use, and free, limited printed services are available for eligible students.

There are several student clubs focused on interest in World Languages, including The French Scholar Society, which offers tutoring and promotes a continuity of interest in French studies.

ECRCHS is considering the addition of courses in Arabic, Mandarin Chinese and/or American Sign Language ASL in order to provide students with a wider selection of World Language courses. ECRCHS plans to conduct a survey of students in order to garner their interest in these languages, and will recruit teachers and add courses accordingly.

The department's French teachers have recently adopted the French government student exchange program "Passepartout". As part of this program, students from ECRCHS travel to France for three months to attend high school and live with a French family, and in return their French counterparts come to the United States to stay with the students' families and attend ECRCHS. The students who participated in this program in the 2014-2015 school year reported significant improvements in their French language skills and a positive study abroad experience.

Several department teachers are preparing for the National Board Certification.

Career/Vocational Education (Non-Core, Non-College Preparatory)

ECRCHS's Career/Technical Education (CTE) Department integrates academic and career-technical skills, concepts, and principles in the context of work, family, and personal responsibilities. The department's content instruction focuses on the interrelationship of science, technology, career-technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following career pathways: Family & Consumer Sciences (Hospitality, Tourism, and Recreation; Child Development and Education; Fashion Design, Manufacturing, and Interior Design), Careers in Construction, and Graphic Design.

The CTE Department currently has six distinct career pathway programs:

Hospitality, Tourism, and Recreation

Students in this career pathway complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as International Foods or Catering. Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry. Many students have participated in state and local competitions in culinary arts, sponsored by FHA-HERO (the state-wide student organization for Family and Consumer Sciences). This career pathway is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

Child Development and Education

These courses are designed to prepare students to pursue a career in either the field of child development or teaching in preschool through grade 12. Based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

An important instructional strategy in this pathway is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, child care skills, infant safety and CPR, and Shaken Baby Syndrome. Parent permission is required for this assignment. Modifications in the assignment are made in cases where students with physical or emotional disabilities need assistance in participating in this activity.

Fashion Design and Interior Design

This pathway provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. This pathway encompasses two distinct options: Fashion Design and Interior Design. ECRCHS is one of only two high schools in the city of Los Angeles to offer this unique program.

The Fashion Design courses are designed to train students who are pursuing a career in fashion design and manufacturing. Students study all aspects of the industry, including industry awareness; professional standards/dignity of work; workforce and organizational management; operational procedures and safety practices; laws and regulations; design elements and principles; history of fashion; fashion forecasting; textiles and textile products; garment construction in manufacturing; product knowledge and apparel merchandising; sales and service; pattern making for apparel design; developing and merchandising a line; textile design; and garment alteration and repair. The highlight of the Fashion Design program is the annual fashion show. Each advanced-level student is asked to design and construct his or her own fashion line. A typical show consists of 80-100 garments. Preparation for the fashion show includes a visit to the Los Angeles Garment District, where students learn about the fabrics and notions used by local manufacturers.

Fashion design students enjoy participating in ECRCHS's "Project Gratitude" drive. Students are asked to write a letter of gratitude to a U.S. serviceperson. The letter is then written on a "fabric postcard", on which students create a patriotic collage to show their thanks. The feedback from the Project Gratitude staff has been very positive.

This course of study is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Fashion and Interior Design Industry Sector. This pathway provides standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

Construction Career Academy

This career pathway is based on the CTE Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards for Building and Construction Trades. The Academy is engaged in a partnership that offers several apprenticeship opportunities for seniors interested in working in the area of construction, cabinetmaking, and custom carpentry. In addition, the Academy makes several industry location visits through field trips.

The Construction Academy works in partnership with the ROP CAD/CAM class to facilitate better understanding of design and planning. Seniors are required to participate in a major project that has an opportunity for recognition through the Bob Ganssle Industrial Arts Scholarship Award.

The Academy continues to make equipment and program upgrades to provide state of the art instruction that is consistent with the industry. Curricular and instructional materials used in class include:

- Power woodworking machines and tools
- Instructor's original project designs
- State of the art equipment, including a CNC router machine that utilizes computer aided-design.
- Industry specific textbooks, DVDs, videos, and taped media instruction

Instructional methods and strategies used in class include:

- Extensive demonstrations
- Hands-on individualized instruction by the instructor and more advanced students
- Instruction by guest industry professionals and experts
- Utilization and monitoring of industry standards, modifications, and updates.

Graphic Design

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and employability skills.

Through collaboration with other departments and participation in state and regional competitions, Graphic Design students are given the opportunity to hone their design skills and explore their creativity. For example, each year the Graphic Design students design and print the program for the Drama department's production. Graphic Design students also create posters to promote events on campus. In 2015, ECRCHS held its first annual Earth Day Festival, and Graphic Design students designed posters to inspire environmental awareness.

Intervention Strategies and Meeting the Needs of All Students

The CTE department's intervention strategies include involving at-risk students in the department's student organizations, such as FHA-HERO, FIDM Fashion Club, and various culinary arts competitions. Students involved in these groups, sponsored by the department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FHA-HERO Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

The CTE department meets the diverse needs of the student population. For EL students, differentiated instruction is based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help the EL students to understanding project instructions.

Socioeconomically disadvantaged students may have project fees waived. CTE courses often require specific supplies to complete lab assignments, and it is the department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socioeconomically disadvantaged students are also encouraged to apply for scholarships.

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP.

Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic sub groups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. Students achieving below grade level are encouraged to complete assignments to the best of their abilities. Often, these students are allowed extra time to complete assignments or are paired with a more experienced student to attain the assignment goals.

CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the “practical application” of the Common Core State Standards. Technology is integrated throughout the department. Examples of this include:

- Fashion design students use internet sources to research trends in the fashion world
- Some Culinary Arts lessons are delivered through online video tutorials. In addition, students use computer-aided recipe analysis to compare the nutritional values of ingredients.

Business and Technology (Non-Core, Non-College Preparatory)

The business/technology teachers believe the department should provide students with the knowledge, skills, and abilities that will be needed and useful in their personal and professional lives. Students should gain this useful knowledge framed in the context of real-world application and relevance. It is the role of the teachers to connect their subject area to the students’ interests and show the students the relevance of what of they are to learn.

The business/technology department currently offers the following courses: Introduction to Computers, Advanced Computer Applications, Digital Media, Video Game Design, Web Design, AP Computer Science, Marketing, and Accounting. The courses in this department are aligned to California’s Career-Technical Education Model Curriculum Standards. The Common Core State Standards (CCSS) for College and Career Readiness are integrated into all of these classes wherever appropriate. For instance, the department faculty recently developed a lesson series on cyberbullying for the Introduction to Computers course curriculum that utilizes Socratic seminars to facilitate student comprehension and communication.

The Department also sponsors the ECRCHS chapter of DECA, a co-curricular Career-Technical Student Organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. Students who are in enrolled in or those who have completed the Marketing or Accounting courses are encouraged to join. This program gives students the opportunity to apply what they have learned in the classroom to real-world business situations and to travel and compete with other high school business students across the state and nation.

The main goal of the Business/Technology Department is to hone student competency in six areas identified by the International Society for Technology in Education: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship; and technology operations and concepts. All Business/Technology courses are taught in a 1:1 computer lab environment, and nearly all assigned work is done through a computer.

In order to support lower achieving students, teachers in the department make use of various peer-tutoring strategies that allow technologically savvy students to assist their less-savvy peers. This includes cooperative group work, in-class assistance when more advanced students finish their assignments with time to spare, and lunch tutoring sessions. Additionally, teachers make their classrooms available during nutrition, lunch, and after school to give students extra assistance or to allow them more time to work on assignments. Because courses in the department are taught in a 1:1 computer lab environment, teachers can curate online resources that allow all students to access the course curriculum. For instance, advanced students may be self-directed in additional exploration of course topics, and English Learners can be directed to resources that support their language needs. The needs of students with disabilities are met through the use of technological accommodations such as on-screen keyboards, narration, and magnification.

As with employment in the technology industry, females make up a minority of students enrolled in ECRCHS's AP Computer Science (APCS) course, and they also make up a minority of students enrolled in the Video Game Design and Web Design elective courses. Several initiatives have been undertaken to enroll more females and minorities (such as lunchtime information sessions, and personal invitations), but there is room for improvement. The department will introduce in the 2016-2017 academic year the new AP Computer Science Principles (APCSP) course, which emphasizes basic computer science concepts over computer programming and which proves the most difficult for students. To prepare for the new APCSP course, the department faculty interviewed female students to determine how best to target these students when promoting technology courses. Their responses suggested that female students might not feel welcomed by male peers at information sessions, many students are not effectively informed about elective choices, and samples of course content should be made available for students to preview. The students interviewed also suggested that the department should create a Computer Science extra-curricular program specifically for female students (e.g. Women in Technology) that would serve to encourage and prepare female students to enter the APCS course and the technology industry in the future. The Business/Technology department is committed to serve all students and will begin recruitment efforts for this new APCSP course during the Fall 2015 semester.

Health (Non-Core, Non-College Preparatory) and Life Skills (Non-Core, Non-College Preparatory)

Recognizing the importance of Health Education, ECRCHS has continued to require this one semester course for a high school diploma while many schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class. Continuing the integrity and high standards for the program, ECRCHS assigns qualified Health Science credentialed teachers in Health Education courses.

The role of Health Education at ECRCHS is critically important because it helps students to adjust and adapt to the challenges of adolescence and avoidable health risks. The course integrates the Centers for Disease Control and Prevention's National Health Education Standards, which define grade-level content

standards and performance indicators for curriculum development, instruction, and student assessment in health education.

The course of study includes the following topics: mental and emotional health, physical health, environmental health, social health, spiritual health, human growth and development, and drug prevention education. The topics are presented using a wide variety of student-centered lessons, activities, and assessment methods that measure behavior and skill development. The curriculum supports critical thinking as well as reading, writing, speaking, and listening in a meaningful context. For example, literature and other sources of multiple media expose students to the negative consequences of poor health choices in a risk-free environment. The Health Education teachers at ECRCHS have developed a Speakers' Bureau that draws experts from non-profit agencies throughout Los Angeles County. This valuable resource provides current information in the field of health, medicine, and research.

Each student encounters a varied course involving assignments that are adjusted to meet the needs of all students. For example, teachers consider that a high percentage of socio-economically disadvantaged students may not have computers or Internet access at home and thus must visit the school or local library to complete a class assignment. These limitations can impede a student's self-directed learning, and discourage these students to engage at a level that compares with their peers who have technology in the home. As a result, many health education teachers sign up for the computer lab. Teachers plan to implement usage of the school's laptop carts in the 2015-2016 school year.

The Health Education teachers have found that assigning research projects hones students' computer and research skills, which in turn improves literacy for all students. Collaborative-cooperative group projects enable low-achieving students to receive peer assistance and benefit students who are English Learners or have other learning challenges as they learn with and from their peers.

ECRCHS also continues to offer Life Skills for the 21st Century as an elective course designed to prepare incoming freshman to succeed in high school, develop good decision-making skills to prepare them for their post-secondary plans, and give them extensive opportunities to explore different careers. Topics of study include career and college planning, financial literacy, community service/volunteering, study skills, conflict resolution, tolerance education, and computer literacy. Students begin compiling a high school digital portfolio, have access to on-line interest inventories that assess students' aptitudes, interests, and educational and career goals, and participate in mock personal and job interviews that are conducted in collaboration with community groups such as the Kiwanis Club, Rotary Club, Woodland Hills Chamber of Commerce, Friends of ECR and the PTSA.

- Innovative Curricular Components

As detailed above, ECRCHS provides an engaging, hands-on educational program with real world connections and myriad opportunities for students to explore a variety of fields and potential future careers.

ECRCHS uses materials aligned with the state standards, including Common Core, to support the curriculum. Teachers in each content area may work with the principal to gain approval for the use of alternative materials than those listed in this charter petition.

Instructional Materials Chart

Business	Career/Voc Ed	ESL	Health	Language Arts	Mathematics	Performing/Visual Arts	Science	Social Studies	Technical/Business Educ	World Languages
Learning For Earning	Food Choices - Software	High Point Reading & Pract The Basics	The 7 Habits of Highly Effective Teens	Bridges To Literature	Barron's AP Statistics	Guitar Method Book 1 W/CD	Biology Study Workbook B	American Govt. Readings & Cases	Barron's AP Computer Science A	Cajon de carton
	Fashion Student Activity Guide	High Point Level A Workbook	Sexuality and Responsibility	Maus	Success In Math Basic Geometry	Guitar Method Book 2 W/CD	Biology	Economics	AP Computer Science Solution's Manual	Pais y Puentes WR Bk Tape M+2
	The Snap Fashion Sketchbook	High Point Level C Workbook	Lifetime Health	Shakespeare Made Easy Hamlet	Spring Board Algebra 1A	Tonal Harmony - Workbook	Biology - Reviewing the Essentials	National Geographic Student Atlas Of The World	Wood Technology & Processes w/3 & Tape Man	Arco y Alameda WR Bk & Tape Man
	Clothes and Your Appearance	High Point Pract Book Level A		Lord of the Flies	Precalculus w/Unit Circle	Music in Theory Pract. WR Bk Vol. 1	Chemicals Choosing Wisely - software	AP US Gov & Politics	Sourcebook, Teacher's Edition	Realidades Workbook Level 1
	Culinary Essentials	High Point Pract Book Level C		Edith Wharton Short Stories	Alg 1 Note Taking Guide (Teach Ed)	Workbook To Accompany Music in The	Earth Sci Reviewing The Essentials	Prep for the US Govt AP Exam	HTML for the World Wide Web	Japanese Hiragana & Katakana
	Wood Technology & Processes	High Point - Practice Book - Level B		King Lear	Algebra Structure & Method Bk1	Exploring Visual Design	Energy Conversation - software	Prep US Gov/Pol AP Exam w/Gov in Act	Learning to Program	Diccionario Pocket English
	Fashion	High Point Grammar Pract Bk Level A		The Hoopsters	Geometry Note Taking Guide (TE)	Music in Theory & Pract. Vol. 1	Habitat and Biodiversity - software	World Civ AP Student Rev Manual	Autocad 2002 Tutorial 1st level 2D Fund	Realidades 1 Writing Audio, Video W/B
	Housing Decisions	High Point Grammar Pract Bk Level C		A Christmas Carol	Calculus	Photographic Eye	Reviewing Biology The Liv-Enviar	The Bluest Eye	Autocad 2002 Tutorial 2nd level 3D Mod	Realidades Practice Workbook 3
	Food for Today	High Point Level B Pract. Book		A Midsummer Night's Dream	Attainment's Explore Budgeting	A Guide to Drawing	Reviewing Earth Sci The Phys Set	U.S. History Preparing for the AP	Fundamentals Of Java	Realidades Workbook Level 2
	Cloth Fash, Fabr & Eng. Dictionary	New College Span/Eng. Dictionary		Macbeth	Attainment's Explore Math	Drawing a Contemporary Approach	Science Proficiency Review	AP US Gov & Politics Exam	Visual Basic. Net	Realidades Writing, Audio & Video WB
	The Developing Child	Voc Modern Span & Eng Dictionary		Night	Attainment's Explore Math 2	Discovering Art History	Waste Reduction - software	Study Guide For Psychology AP ED	College Keyboarding - micros word	C'est Ca WR Bk & Tape manuel
	Fashion Marketing & Merchandising	Marian Webster's Colling Dictionary		Team Of A Tiger	Trigonometry	Art Talk	Water Conservation - software	US Govt and Politics	The Complete Guide to PC Repair	Writing, Audio/Video WR-Realidades 2
		Marian Webster's School Dictionary		The Tempest	Algebra 5 & M Bk1	Gardner's Art Through The Ages	Campbell Practising Biology Student WB	US History Preparing For The ADV Plac Ex	Microsoft Off 2000 Enhanced Ed	C'est A Tot Level 1 (Review)
	Advanced American Dictionary w/CD	High Point Lang Pract Bk The Basics		High Point Lang Pract Bk The Basics	Algebra, 5 & M Bk1	Music for Sight Seeing	Reviewing Physics The Phys Set	US History Prep For Adv Plc Exam	Creat Web Pgs w/HTML, XHTML & XML	Primer Libro
	High Points The Basics	Inside Rept: A pract guide to the rept (jou)		Algebra 1	Harmony in Context	Gardner's Art Through The Ages	The Hot Zone A Terrifying True Story	AP United States History Examination	Duration Test Product	Avancemos 2 Workbook: Hispanohablaties
	High Point Level A Textbook	Monster		Algebra 1 Concepts & Skills	Gardner's Art Through The Ages	Stud Solutions Manual AP Chemistry Exam	Human Rec Sources Glob Hist Vol 2	Microsoft Off 2003 Prem Ed Intro Co	Avancemos 2 Workbook Practica por Niveles	
	High Point Level B Textbook	Persepolis: The Story of a Childhood		Precalculus w/Unit Circle Trig	9 heads: A guide to drawing fashion	Cliffs AP physics 8 & C	Psychology + Study Guide	Office 2003 (Intro Concepts/Technique)	CA HSBt Biology Standards Review WR Bk	
	Bridges Teacher Implem. Packet	The Hunger Games		Algebra Structure & Method Book 1	Fender / Epiphone Guitars	Writing In Science	Amer Govt A Complete Coursebook	Microsoft 2007 Intro Concepts&Tech Su	Nuevas Vistas WR Bk	
		The Inferno		Geometry	Tonal Harmony	Lab Techniques & Experimental Des	Psychology: Study Guide	Microsoft Office 2010	Spanish 1: Cuaderno Para Hispanohablaties	
		The Merchant Of Venice		Geometry Concepts and Applications		Cuadro de Prctas Nuevas Vistas CBS 2	American Polity	Accounting Real World APP & Connections	Spanish 1: Cuaderno Practica Por Niveles	
		Twelfth Night		California Algebra Readiness		AP Biology Lab Manual	Economics by Example supplement	Marketing Dynamics	Spanish 1: Lecturas Para Hispanohablaties	
		A Raisin In The Sun		Algebra & Trig book 2		AP Chemistry	Pacemaker - Economics		Spanish 3: Cuaderno Para Hispanohablaties workbook	
		Breaking Through		California Geometry Student ED		Test Prep Series for AP Biology	Human Rec Sources Glob Hist Vol 1		Spanish 3: Cuaderno Practica por Niveles	
		Hamlet		Alg 1 Concepts, Skills & Prob Solv		Multi-Choi & Free Resp for Chem Ex	Sources of the Western Tradition		Spanish 3: Lectura Para Hispanohablaties workbook	
		Othello		Precalculus w/Unit Circle Work Bk		Student Study Guide For Biology	American Government		Integrat Korean WR Bk Beginning 1	
		The Seeing Stone Book One		Algebra & Trig Structure & Method Bk2		Biology Student Study Guide	World History Brief		Integrat Korean WR Bk Beginning 2	
		The Turn Of The Screw		The Practice Of Statistics		Test Prep Series: For AP Chemistry	World Geography Building A Global Perspective		Integrat Korean WR Bk Intermed 1	
		Voc From Latin & Greek Roots		Algebra 2 w/Trigonometry		The Physics Toolbox	World History Connections To Today		Integrat Korean WR Bk Intermed 2	
		Burned Orions		Prcalculus Enhanced w/Graph/Utills		Campbell Biology Study Guide 2001	Economics Principles & Practices 2001		Multi-Ch. & Fr Res Que in Prep AP Ex	
		Go App Alice		Precalculus Enhanced with Graphing Utills&S		Study Guide For Biology	Psychology + CD-Rom		Atto y Alameda	
		Monster (paperback)		SGI Variable Calc Consp&ContingVect		Molecular Biology 3rd ed	Magruder's American Govt.		El Alquimista	
		Siddhartha		Ti-84 Silver Edition Calculators		College Physics Vol. 1	Economics Principles & Practices		Pais y Puentes	
		The Big Sleep		Single Variable Calculus w/VectorFunc&P		College Physics Vol. 2	Geography: The Human and Physical World		Abrindo Puertat Vol 1	
		The Book Of Merlyn		Precalculus		Marine Science	Understanding Psychology		Abrindo Puertat Vol 2	
		The Chocolate War				AP Environmental Science	Government in America		C'est A Tot Lev 1 Gram & Voc Eser	
		The Odyssey				Chemistry 4th edition	Govt In Amer w/Review guide ap exam		C'est Cal Book 3	
		The Scarlett Letter				Biology Visualizing Life	A History Of Western Society		Voces y Vistas	
		The Stranger				Imag Coord Science For The 21st Cen	The Americas		C'est A Tot Lev 2 Gram & Voc&Eser	
		A Cain Yankee in King Arth Court				Biology The Study Of Life	The Real World: An Intro To Sociology		C'est A Tot Gram & Voc Eser Level 3	
		A Streetcar Named Desire				Chemistry 5th edition	WW Civilization The Global Exp		Prep For The AP Exam Guide	
		Death of a Salesman				Biology An Everyday Experience	Psychology Textbook		Cuentos Simpaticos	
		Gulliver's Travels				Physics	Psychology Text +Scient Amer Read		Adv Placem Spanish - Prep Lang Ex	
		I Know Why The Caged Bird Sings				Applied Anatomy & Physiology	World Literature		Integrat Korean: Beginning Level 1	
		Julius Caesar				Biology Spanish Student Edition	The American Vision Modern Times		Integrat Korean: Beginning Level 2	
		Killing Mr. Griffin				Earth Science	Ways Of The World		Advanced Placement French	
		The Killer Angels				Biology 6th Edition	Cultural Landscape Intro To Hum Geo		Integrat Korean: Intermediate Level 1	
		Pride & Prejudice				Living In The Environment	World History Modern Times		Integrat Korean: Intermediate level 2	
		Adventures of Huckleberry Finn				Conceptual Physics	CA The American Vision: Modern Times		AP Spanish Workbook	
		Awakening and Selected Stories				Chemistry Matter and Change	United States Govt.: Dem in Action		AP Spanish Prep for Language Exam	
		Brave New World				Chemistry: Matter & Change	World Civ the Global Exp. AP Ed		Ven Comigo/Nuevas Vistas/AP Prep	
		Bridges To Literature (Level 1)				Intro To The Human Body: Essentials	CA World History: Modern Times		Ven Comigo Nuevas Vistas	
		Bridges To Literature (Level 2)				Physical Science Concepts in Action	Anthropology		AP French Prep for the Lang & Culture Exam	
		Daisy Miller				Physical Science with Earth & Space Science	Psychology		Momentos Cumbres De Lal Lit M6	
		Fahrenheit				Biotechnology: Science for the new mill	US Govt. Democracy in Action		Azu/Upo	
		Fairwell to Mrzanzar				Zumdahl Chemistry 6th Edition	Economic Principles and Practices		Realidades - Level 1	
		High Point Grammar Pract Bk Level B				California Biology	Psychology in Everyday Life		Tesoro Literario	
		Mythology				College Physics	Anthro: Exploration of Human Diversity		C'est A Tot Level 3	
		Reading Lang Pract Book				Economics, Principles, Prob & Policies	Krugman's Economics For AP textbook		El Espanol Para Nosotros	
		Reading & Writing (High/Low)				AP Biology	World History The Modern Era		C'est A Tot Level 2	
		Reading & Writing Sourcebook				Environmental Science for AP	American Govt Foundations Series		Sur le vif student activities manual	
		Red Badge Of Courage				Essentials Of Human Anatomy & Physiology	Human Geography		C'est A Tot Level 1	
		Romero & Juliet				Physics for Scientist	Mc Connell Brue Economics		Realidades - Level 2	
		The Adventures of Huckleberry Finn				Principles Of Anatomy & Physiology	Economics For Today (Text with CD)		Sur le vif Student Activites Manuel	
		The Adventures of Huckleberry Finn (06)				Conceptual Physics 12th Edition	Gov. in Amer: People, Politics, Policy		Realidades Level 3	
		The Catcher In The Rye				Chemistry The Central Sci AP ED	By the People: A History of the United States		Ven Comigo Nuevas Vistas/Car Asen	
		The Circuit				Chemistry Miller & Levine Biology	Test Prep Series for AP US History		Avancemos! L2	
		The Glass Castle				Fundamentals Of Physics Chemistry - Molecular Approach	Western Civilization AP Edition Government in America AP ED		Avancemos Lvl Avancemos Lvl3	
		Tooth and Nail				AP Edition Campbell Biology	Chemistry in the Communities		Sur le vif	
		Twelve Angry Men							Temas AP Spanish Language & Culture	
		Who Is My Neighbor								

11. COMPREHENSIVE COURSE LIST

All courses offered at ECRCHS in the six core subject areas are approved to meet the Charter School’s graduation requirements. All A-G courses are taught on site, although students may seek administrative approval for online distance learning courses, community college courses, or high school courses from other institutions to meet the school’s graduation requirements. Outside courses are only considered if they are comparable to the courses taught at ECRCHS and taught by an accredited institution. Approval for such courses must be obtained from the student’s guidance counselor prior to the commencement of the course.

Students are required to demonstrate mastery of standards in five core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing arts. All of ECRCHS’s courses have been designed in alignment with the state standards including CA CCSS. With the exception of foreign language, graduation requirements also have been designed to meet the UC/CSU A-G requirements, as shown here. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better.

Students and parents are informed of how each course meets graduation and college entrance requirements and transfers to other public high school programs via the Parent-Student that is provided each school year in the counseling offices and on the website.

The list of offered courses is revised on an ongoing basis, utilizing a continual improvement process that focuses on student performance data, student demand, and educational and career trends. This data helps the administration team to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School. The course list must also be adjusted each semester to reflect current staffing levels and other resources.

ECRCHS offers the following courses in the 2015-16. Each course listed is a one-year course or the equivalent of one (1) UC credit or a traditional high school’s ten (10)-credit course.

A-G Core Subjects by Grade Level

H = Honors
 AE = Advanced Enrichment
 AP = Advanced Placement

Subject Area (A-G Req't)	9 th Grade		10 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English Language Arts (B)	English 9A H English 9A E English 9A AVID AE English 9A Humanitas AE English 9A ESL (English as a Second Language – for English Learners) Journalism 1A Speech A	English 9B H English 9B E English 9B AVID AE English 9B Humanitas AE English 9B ESL (English as a Second Language – for English Learners) Journalism 1B Speech B	English 10A AE English 10A H English 10A Humanitas AE English 10A AVID AE English 10A Journalism 1A Journalism 2A Speech A Writers Seminar A ESL 1A ESL 2A ESL ¾	English 10B AE English 10B H English 10B Humanitas AE English 10B AVID AE English 10B Journalism 1B Journalism 2B Speech B Writers Seminar B ESL 1B ESL 2B ESL ¾
Mathematics	Algebra 1A AVID Algebra 1A Geometry A	Algebra 1B AVID Algebra 1B Geometry B	Algebra 1A Geometry A Algebra 2A	Algebra 1B Geometry B Algebra 2B

(C)	Algebra 2A H Algebra 2A	Algebra 2B H Algebra 2B	AVID Algebra 2A H Algebra 2A Math Analysis A H Math Analysis A	AVID Algebra 2B H Algebra 2B Math Analysis B H Math Analysis B
History- Social Science (A)	AVID World History A H World History A	AVID World History B H World History B	World History A H World History A Humanitas World History A AP World History A AP European History A	World History B H World History B Humanitas World History B AP World History B AP European History B
Science (D)	Humanitas Science A (Genetics) SPED Inter-coordinated Science H Biology A	Humanitas Science B (Zoology) SPED Inter-coordinated Science H Biology B	Biology A H Biology A AP Biology A AVID Biology A Humanitas Biology A H Chemistry A	Biology B H Biology B AP Biology B AVID Biology B Humanitas Biology B H Chemistry B
Physical Education	Advanced PE 1A JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Boys Basketball Varsity/JV Boys Basketball F/S Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball	Advanced PE 1B JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer	Advanced PE 2A JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Boys Basketball Varsity/JV Boys Basketball F/S Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball	Advanced PE 1B JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer
Visual/ Performing Art (F)	Humanitas Art A (Drawing) Music History/ Literature A Guitar A Advanced Band A Choir A Jazz Ensemble A Vocal Ensemble A Calligraphy A Drawing A Design Craft A Filmmaking 1A Intro Theatre A Theatre Festival A	Humanitas Art B (Intro to Theatre) Music History/ Literature B Guitar B Advanced Band B Choir B Jazz Ensemble B Vocal Ensemble B Calligraphy A Drawing A Design Craft A Filmmaking 1A Intro Theater B Theatre Festival B	Calligraphy A Drawing A Design Craft A Cartooning/ Animation A Advertising Design Digital Image Production Painting A AP Studio Art AP Drawing A 2D & 3D Filmmaking 1A Filmmaking 2A Film Production A Music History/ Literature A Guitar A Advanced Band A Advanced Orchestra A (Strings only) Choir A Jazz Ensemble A Vocal Ensemble A AP Music Theory Intro Theatre A Theatre Improv A Director Theatre Theatre Production A	Calligraphy B Drawing B Design Craft B Cartooning/ Animation B Advertising Design Digital Image Production Painting B AP Studio Art AP Drawing A 2D & 3D Filmmaking 1B Filmmaking 2B Film Production B Music History/ Literature B Guitar B Advanced Band B Advanced Orchestra B (Strings only) Choir B Jazz Ensemble B Vocal Ensemble B AP Music Theory Intro Theatre B Theatre Improv B Director Theatre Theatre Production B

			Stage Design A	Stage Design B
World Languages (E)	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A AP French Language A AP Spanish Language A AP Spanish Literature A	Spanish 1B French 1B Spanish 2B French 2B Spanish 3B French 3B Spanish for Spanish Speakers 1B Spanish for Spanish Speakers 2B AP French Language B AP Spanish Language B AP Spanish Literature B
Applied Tech (Graduation Req't)	Introduction to Computers Woodshop 1A	Advanced App. Computers Video Game Design Web Design Woodshop 1A	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1A Woodshop 2A Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1B Woodshop 2B Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise
Graduation Req't	Health	Health	Health	Health
Misc. Electives	Life Skills	Life Skills	Academic Decathlon Adult School Community College Class Leadership Library Practice Tutoring Yearbook	Academic Decathlon Adult School Community College Class Leadership Library Practice Tutoring Yearbook

Subject Area (A-G Req't)	11 th Grade		12 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English Language Arts (B)	American Literature AE American Literature H American Literature AVID American Literature Humanitas AE American Literature AP English Language A Journalism 1A Speech A Journalism 2A (Newspaper)	Contemporary Composition AE Contemporary Composition H Contemporary Composition AVID Contemporary Composition Humanitas AE Contemporary Composition AP English Language A Journalism 1B Speech B Journalism 2B (Newspaper)	AP English Literature A AE Advanced Composition H Advanced Composition AVID Composition Expository Composition Humanitas AE Advanced Composition Journalism 1A Speech A Journalism 2A (Newspaper)	AP English Literature B AE Advanced Composition H Advanced Composition AVID Composition Expository Composition Humanitas AE Advanced Composition Journalism 1B Speech B Journalism 2B (Newspaper)
Mathematics (C)	Algebra 1A Geometry A Algebra 2A AVID Geometry A H Algebra 2A Math Analysis A H Math Analysis A AP Calculus AB	Algebra 1B Geometry B Algebra 2B AVID Geometry B H Algebra 2B Math Analysis B H Math Analysis B AP Calculus AB	Algebra 1A Geometry A Algebra 2A H Algebra 2A AVID Math Analysis A Math Analysis A H Math Analysis A AP Calculus AB	Algebra 1B Geometry B Algebra 2B H Algebra 2B AVID Math Analysis B Math Analysis B H Math Analysis B AP Calculus AB

	AP Calculus BC AP Statistics	AP Calculus BC AP Statistics	AP Calculus BC AP Statistics Advanced Applied Math	AP Calculus BC AP Statistics Advanced Applied Math
History- Social Science (A)	US History 20 th Century A H US History 20 th Century A Humanitas US History 20 th Century A AVID US History AP US History A Intro to Anthropology Intro to Psychology	US History 20 th Century A H US History 20 th Century A Humanitas US History 20 th Century A AVID US History AP US History B Intro to Anthropology Intro to Psychology	AP Government / Economics AP Macro Economics / Principles of American Democracy Principles of American Democracy AVID Principles of American Democracy / Economics Humanitas Principles of American Democracy / Economics	AP Government / Economics AP Macro Economics / Principles of American Democracy Economics AVID Principles of American Democracy / Economics Humanitas Principles of American Democracy / Economics
Science (D)	Chemistry A H Chemistry A Humanitas Chemistry A AVID Chemistry A AP Chemistry A Physics A Physiology A H Physiology A AP Environmental Science	Chemistry B H Chemistry B Humanitas Chemistry B AVID Chemistry B AP Chemistry B Physics B Physiology B H Physiology B AP Environmental Science	Physics A AP Physics 1A AP Physics 2B Physiology A Humanitas Physiology A H Physiology A AP Environmental Science	Physics B AP Physics 1B AP Physics 2B Physiology B Humanitas Physiology B H Physiology B AP Environmental Science
Physical Education	Body Conditioning Marching Band JROTC Dance/Choreography Production Sports Team: Boys Basketball Varsity/JV Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball	Marching Band JROTC Dance/Choreography Production Body Conditioning Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer	Marching Band JROTC Dance/Choreography Production Body Conditioning Sports Team: Boys Basketball Varsity/JV Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball	Marching Band JROTC Dance/Choreography Production Body Conditioning Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer
Visual/ Performing Art (F)	Calligraphy A Drawing A Design Craft A Cartooning/ Animation A Advertising Design Digital Image Production Painting A AP Studio Art AP Drawing A 2D & 3D Filmmaking 1A Filmmaking 2A Film Production A Music History/ Literature A Guitar A Advanced Band A Advanced Orchestra A (Strings only) Choir A	Calligraphy B Drawing B Design Craft B Cartooning/ Animation B Advertising Design Digital Image Production Painting B AP Studio Art AP Drawing A 2D & 3D Filmmaking 1B Filmmaking 2B Film Production B Music History/ Literature B Guitar B Advanced Band B Advanced Orchestra B (Strings only) Choir B	Calligraphy A Drawing A Design Craft A Cartooning/ Animation A Advertising Design Digital Image Production Painting A AP Studio Art AP Drawing A 2D & 3D Filmmaking 1A Filmmaking 2A Film Production A Music History/ Literature A Guitar A Advanced Band A Advanced Orchestra A (Strings only) Choir A	Calligraphy B Drawing B Design Craft B Cartooning/ Animation B Advertising Design Digital Image Production Painting B AP Studio Art AP Drawing A 2D & 3D Filmmaking 1B Filmmaking 2B Film Production B Music History/ Literature B Guitar B Advanced Band B Advanced Orchestra B (Strings only) Choir B

	Jazz Ensemble A Vocal Ensemble A AP Music Theory Intro Theatre A Theatre Improv A Director Theatre Theatre Production A Stage Design A	Jazz Ensemble B Vocal Ensemble B AP Music Theory Intro Theatre B Theatre Improv B Director Theatre Theatre Production B Stage Design B	Jazz Ensemble A Vocal Ensemble A AP Music Theory Intro Theatre A Theatre Improv A Director Theatre Theatre Production A Stage Design A	Jazz Ensemble B Vocal Ensemble B AP Music Theory Intro Theatre B Theatre Improv B Director Theatre Theatre Production B Stage Design B
World Languages (E)	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A AP French Language A AP Spanish Language A AP Spanish Literature A	Spanish 1B French 1B Spanish 2B French 2B Spanish 3B French 3B Spanish for Spanish Speakers 1B Spanish for Spanish Speakers 2B AP French Language B AP Spanish Language B AP Spanish Literature B	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A AP French Language A AP Spanish Language A AP Spanish Literature A	Spanish 1B French 1B Spanish 2B French 2B Spanish 3B French 3B Spanish for Spanish Speakers 1B Spanish for Spanish Speakers 2B AP French Language B AP Spanish Language B AP Spanish Literature B
Applied Tech	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1A Woodshop 2A Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1B Woodshop 2B Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1A Woodshop 2A Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise Foods	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1B Woodshop 2B Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise Foods
Graduation Req't	Health	Health	Health	Health
Misc. Electives	Academic Decathlon AVID 3 Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook	Academic Decathlon AVID 3 Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook	Academic Decathlon AVID Seminar (F Requirement) Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook	Academic Decathlon AVID Seminar (F Requirement) Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook

Students are encouraged to enroll in Honors or AP courses in subjects in which they demonstrate academic strength. ECRCHS will continue to encourage teachers to work with students to improve student success and retention in Honors courses, as this will ensure they are better prepared to make the transition into AP courses. In addition, ECRCHS is actively discussing the creation of additional summer bridge programs to prepare students for AP courses.

ECRCHS will continue to offer AP courses in 26 subjects and will explore the addition of other AP courses based on student demand and educational and career trends. For example, the Business and Technology department plans to offer AP Computer Science Principles starting in the 2016 – 2017 school year in response to student interest in the subject and the growing demand for careers in this field.

12. INSTRUCTIONAL METHODS AND STRATEGIES

El Camino Real Charter High School provides a standards-aligned, appropriate, challenging curriculum with the conviction that all students can learn. To this end, teachers implement various instructional methods and strategies to effectively deliver the curriculum to all students.

Teachers use Project-Based Learning across the curriculum which allows students and teachers to co-create knowledge and understanding. Project based learning takes place in every discipline as described by various disciplines in the section, *Curriculum and Instruction (#13)*. A few of these projects are hands-on, such as, the simulation program in the Career–Vocational Education department in which the students participate in a two-day parenting exercise with an infant simulator to truly comprehend the challenges and complexities of adult responsibility. Students as part of the economics course participate in the Economic Summit, in which students act as economic advisors to various countries and the projects culminate with a school- wide event where teachers from all classes take their students through the various “countries” tasting the food and learning about the various cultures, economic climates, and political situations.

All courses have both individual and group projects. Another method that teachers implement is small group exercises that foster cooperation, interpersonal skill and exchange of peer-to-peer learning. The English department regularly uses this method to teach literary concepts: each group is responsible to analyze a concept and present it to their classmates and teacher. Students support their interpretation with textual evidence and are required to turn in individual work for evaluation by the teacher. Whole class discussion is regularly implemented in various courses such as, Mathematics, World Languages, and Science in the form of Socratic Seminar where teacher and/or students lead discussion of a document or concept in a structured manner. This strategy is particularly effective, as the faculty has received in-depth training in this instructional method.

Pacing and differentiation are instructional methods implemented across the curriculum. All students are actively encouraged to challenge themselves and take courses that both benefit and interest them. Each discipline is cognizant of students’ abilities and interests and makes every effort to maximize their engagement and success. For example, those students who are advanced in mathematics may take Calculus BC in their junior year and have the opportunity to take AP Statistics in their senior year, while those students who are not interested in studying higher mathematics but want a course that offers challenge and college credit may take AP Statistics without having taken AP Calculus. In the English department, teachers form heterogeneous groups so that differentiation happens not only in the form of extra support from the teacher but also within the group as more advanced students help those who are not as advanced. Conversely, the less advanced students may bring prior knowledge and experience, which may very well enhance the outcome of the group work. Teachers routinely accommodate individual needs of students, be it terms of extension of a deadline, modification of an assignment or computer usage in the classroom and/or the library.

ECRCHS also encourages teachers to collaborate across disciplines in order to demonstrate linkages

between different subjects in the real world. ECRCHS teachers took part in the Skirball Center’s Teaching the World through the Arts. The program is aligned with LAUSD’s 2012–2017 Arts Education and the Creative Cultural Network Plan. These teachers presented their projects to the faculty at a professional development day and had the course moderator speak as well. The projects integrated art, science, technology and math; part of ECRCHS’s new STEAM initiative. In another project, an art and a science teacher collaboratively designed a thematic lesson titled the “The Art of Science” in which they swapped classes and taught the artistic aspect of science, which students then applied to studies of flora and fauna. As part of their collaboration, these two teachers spearheaded ECRCHS’s inaugural Earth Day Festival, with student submissions in poetry, drawing, painting, and graphic arts. Teachers from the Art, Science, History and English departments collected submissions from their students for the festival.

In the Humanitas Academy, several projects combine the arts and sciences. In ninth grade Humanitas, students created watercolor works that related to social and scientific issues. The project, “Power to the People: Visualizing Environmental Efficacy,” crossed over between STEAM and another ECRCHS initiative, sustainability. ECRCHS defines sustainability as engaging in responsible behaviors that promote the long-term environmental, economic, and social well-being of our school and our community. Many of Humanitas’s projects – e.g. the E3XPO, where students present research on a topic related to sustainability – connect social equity and environmental issues. Chemistry and Physics teachers coordinated a similar exposition where students demonstrated their research on solar energy and energy efficient model homes. This latter represented one of the attempts to integrate engineering into the STEAM and sustainability program.

Focus on literacy in the Common Core standards is reflected in ECRCHS’s school-wide programs such as, Writing across the Curriculum in which every student from every discipline writes one essay a semester. The other program is Sustained Silent Reading that takes place every day for thirteen minutes. Research shows that both programs encourage and improve literacy. AVID serves those students who are college bound and are the first in their families to seek higher education. Humanitas, an interdisciplinary cohort program between English, Social Studies, Science and Art has a long, highly successful record here at ECRCHS. Additionally, technology is implemented in every course of study from core subjects to non-core subjects; the use of technology will be discussed in further detail in the next section (16). By making a rigorous and relevant curriculum accessible to all students, we attempt to prepare every student for college and/or career and make each of them a socially responsible and productive member of society.

13. HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All of ECRCHS’s courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) (www.corestandards.org). Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CA CCSS standards and designing lesson plans that ensure alignment to the CA CCSS .

14. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Technology is integrated across the curriculum at ECRCHS. Teachers have their students use the computer labs in every course. Classrooms are equipped with computers, projectors, enhanced audio equipment, and document cameras, which are used as teaching tools. In addition there are classroom sets of laptops in carts that are used on a rotating basis in classrooms. Teachers maintain websites, write blogs, and/or are present on social media pages to communicate with students and parents. Teachers also use software to both create assessments and analyze scores to inform their teaching. Teachers have personal laptops and use AIREs to take attendance and post grades.

Teachers receive technology training on a regular basis through professional development and support from the technology team, which with the availability of proper devices will prepare our students for the upcoming computer-based standardized tests. To that end, ECRCHS recently purchased 300 Surface tablets for teachers to use in their classrooms. Teachers will incorporate the use of these tablets into their curriculum, easing the students' ability to utilize computers for taking tests. Students in the Special Education program and the Alternative Education program will also use these devices. An additional 250 tablets were purchased for socio-economically disadvantaged students, who will be able to use the devices for academic purposes at home. LAUSD provided over 200 iPads for standardized testing; these may also be used in the classroom. All Surface tablets, iPads, and the school's five computer labs will be available for testing. Students with accommodations will have the option of using the tablets or regular desktop computers in the labs in smaller group settings.

Teachers are trained thoroughly in how to give computer-based standardized tests and they will in turn teach the methodology to their students utilizing the SBAC Secure Browser Practice tests. In addition to exposure to technology in several courses, all students take at least one computer literacy class. With the aforementioned support they will be ready to take the upcoming computer-based standardized assessments.

In addition to being prepared to take computer-based standardized tests, students at ECRCHS are prepared to be technologically savvy so that they can access information that will be useful and relevant and allow them to navigate their way successfully in the 21st Century. Technology is embedded in every course at ECRCHS: from elective classes to core classes of all levels. Internet sources are used in most courses for research. Mathematics courses utilize scientific/graphing calculators, document cameras and various computer programs. The English department uses document cameras to facilitate composition instruction. Elective courses, such as Life Skills, include technologically complex assignments such as the development of students' individual portfolios. The Social Studies and Mathematics departments utilize electronic translators while the World Languages department utilizes audio enhancement devices. The Science department collaborated online to create its own textbook to meet the needs of ECRCHS students. The Science department also conducts electronic test scoring using clickers, which enables teachers to actively respond to each student's unique level of skill development.

ECRCHS offers a wide variety of courses in technology, including Introduction to Computers, Video Game Design, AP Computer Science and several other courses. AP Computer Science Principles will be added in the 2016-17 school year. The technology department is making a renewed effort to enroll more female students in computer courses. To that end, the department asked female students to conduct a survey of their peers to determine how to create an environment that encourages female students to enroll in technology courses.

15. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED.) AND A-G 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.

Students are required to demonstrate mastery of standards in five core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing arts. All of ECRCHS’s courses have been designed in alignment with the state standards including CA CCSS. With the exception of foreign language, graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better.

Subjects	HS Graduation Grades 9 – 12 (230 credits to graduate)	UC/CSU “A – G” Requirements Grades of C or better
Social Studies <i>“A” Requirement</i>	30 Credits: World History AB US History AB Prin. Am Democracy Economics	2 Years: World History, US History (more recommended)
English <i>“B” Requirement</i>	40 Credits: English 9AB English 10AB Amer Lit/Cont Comp 12 th grade Comp/12 th grade Lit	4 years of college prep English
Math <i>“C” Requirement</i>	20 credits: Algebra 1AB Geometry AB (or Adv. App Math AB) OR 2 years college prep math	3 years: Algebra 1AB Geometry AB Algebra 2AB (more recommended)
Lab Science <i>“D” Requirement</i>	20 credits: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB)	2 years: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB) (more recommended)
Foreign Language <i>“E” Requirement*</i>	<i>Not a high school graduation requirement</i>	2 years of same foreign language (more recommended)
Visual/Performing Arts <i>“F” Requirement</i>	10 credits: Visual/Performing Art	1 year: Visual/Performing Art (Students must take the A and B portion of the same visual/performing art)
Electives <i>“G” Requirement</i>	75 additional credits	1 year or more advanced courses in math, arts, English, lab science, foreign language or social sciences
Applied Technology	5 credits: Applied Technology	<i>Not a UC/CSU requirement</i>

Computer Course	5 credits: Any computer course	<i>Not a UC/CSU requirement</i>
Physical Education	20 credits of P.E.	<i>Not a UC/CSU requirement</i>
Health	5 credits: Health	<i>Not a UC/CSU requirement</i>
Total Credits	<i>230 total credits</i>	

- **Credit Recovery Opportunities**

ECRCHS is committed to providing an appropriate and challenging educational program for 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 are 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 in this program are expected to master the skills and content necessary for success in colleges and careers and demonstrate mastery of standards in five 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 has 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.

ECRCHS also offers summer school courses for credit recovery. The summer school schedule changes each year, as it is driven by student demand for specific courses.

In addition to these credit recovery opportunities, an independent study program is offered to those students who are unable to attend school in the traditional five days a week format. This program 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 are 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.

- **Ensuring Transfer Students Can Meet Graduation And College Entrance Requirements**

Counselors meet with new transfer students upon enrollment to update transcripts and conduct graduation checks. Counselors use the school information system, AERIES, to keep track of course requirements, and put together an individual graduation plan that prepares students for college admission.

16. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

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.

In March 2011, ECRCHS received a clear six-year WASC accreditation.

17. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

In compliance with California Education Code Section 52060(d)(iii), ECRCHS provides all students and parents/guardians with a course catalog or its equivalent, and informs parents/guardians about graduation and college entrance requirements as well as the transferability of courses to other public high schools. This information is explained in the ECRCHS Parent-Student Handbook, which is available in the counseling offices and online. Both counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who are available to translate this information for Spanish-speaking parents.

ECRCHS has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools.

18. TRANSITIONAL KINDERGARDEN – N/A

ACADEMIC CALENDAR AND SCHEDULES

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.

19. ACADEMIC CALENDAR

ECRCHS follows the LAUSD school calendar in an effort to accommodate parents who have younger children in LAUSD elementary schools and middle schools. The LAUSD 2016-2017 school year calendar

has not yet been released. Below is a tentative school calendar for the 2016-2017 school year; note that as the District reconsiders it's first day of school policy, this may change significantly (i.e., a September start date).

Tentative School Calendar 2016-2017

August 11 and 12, 2016	Pupil Free Days
August 15, 2016	First Day of Instruction
September 2, 2016	Admissions Day (No School)
September 5, 2016	Labor Day (No School)
September 10, 2016	Back to School Night
September 11, 2016	Shortened Day Schedule
October 3, 2016	Rosh Hashanah (No School)
October 12, 2016	Yom Kippur (No School)
November 11, 2016	Veterans' Day (No School)
November 21-25, 2016	Thanksgiving (No School)
December 14-16, 2016	Final Exams (Minimum Days)
December 19, 2016 – January 6, 2017	Winter Break
January 9, 2017	First Day of Second Semester
January 16, 2017	Martin Luther King Birthday (No School)
February 20, 2017	Presidents' Day (No School)
March 31, 2017	Cesar Chavez Day (No School)
April 10, 2017 – April 14, 2017	Spring Break (No School)
May 29, 2017	Memorial Day (No School)
June 2,5,6, 2017	Final Exams (Minimum Days)
June 7, 2017	Senior Clearance Day (Minimum Day)
June 8, 2018	Graduation/ Last Day of School (Minimum Day)

20. SAMPLE DAILY SCHEDULES

NORMAL SCHOOL DAY

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	English 9	English 10	English 11	English 12	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition					16

10:01-10:17					
Period 3 10:24-11:32	Life Skills	Modern World History	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Elective	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378		

Honors Student

A.	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Honors English 9	Honors English 10	AP/ Honors English 11	AP/ Honors English 12	59
Period 2 9:07-10:01	Geometry	Honors Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Elective	Elective/ AP Elective	Elective/ AP Elective	68
Period 4 11:39-12:33	Honors Biology	AP Biology	AP Chemistry	Physics	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Honors Modern World History	AP European History	Honors U.S. History	AP Government	54

Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378		

AVID Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	AVID English 9	AVID English 10	English 11	English 12 or AP English	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	AVID Study Skills 9	AVID Study Skills 10	AVID Study Skills 11	Elective	68
Period 4 11:39-12:33	PE	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Elective	AVID Biology	Chemistry	Physics	54
Period 6 2:20-3:14	AVID Modern World History	Elective	U.S. History	AP Government	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378		

Humanitas Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Humanitas English 9	Humanitas English 10	Humanitas English 11	Humanitas English 12	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Humanitas Modern World History	Humanitas U.S. History	Humanitas Principles of American Democracy	68
Period 4 11:39-12:33	Humanitas Drawing or Theatre	Elective or AP Course	AP Studio Art or other Elective	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Humanitas Zoology and Genetics	Humanitas Biology	Humanitas Chemistry	Humanitas Physiology	54
Period 6 2:20- 3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378		

Alternative Education Student

	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes

Period 0 7:00-7:54				54
Period 1 8:01-9:00	English 10	English 11	English 12 or AP English	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	54
Nutrition 10:01-10:17				16
Period 3 10:24-11:32	Modern World History	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12				39
Period 5 1:19-2:13	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378	

PROFESSIONAL DEVELOPMENT SCHOOL DAY

General Education Student

B.	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:12-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	42
Period 1 8:01-8:44	English 9	English 10	English 11	English 12	43
Period 2 8:51-9:33	Algebra 1	Geometry	Algebra 2	AP Statistics	42
Nutrition					16

9:33-9:49					
Period 3 9:56-10:38	Life Skills	Modern World History	U.S. History	Economics/ Government	42
Period 4 10:45-11:27	PE	PE	Elective or AP Course	Elective or AP Course	42
Period 5 11:34-12:16	Elective	Biology	Chemistry	Physics	42
Lunch 12:16-12:55					39
Period 6 1:02-1:44	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	42
Total Instructional Minutes (without optional Period 0 and with passing periods):					288

SHORTENED SCHOOL DAY

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:08-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	46
Period 1 8:01-8:49	English 9	English 10	English 11	English 12	48
Period 2 8:56-9:42	Algebra 1	Geometry	Algebra 2	AP Statistics	46
Nutrition 9:42-9:58					16
Period 3 10:05-10:51	Life Skills	Modern World History	U.S. History	Economics/ Government	46
Period 4 10:58-11:44	PE	PE	Elective or AP Course	Elective or AP Course	46
Lunch 11:44-12:23					39

Period 5 12:30-1:16	Elective	Biology	Chemistry	Physics	46
Period 6 1:23-2:09	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	46
Total Instructional Minutes (without optional Period 0 and with passing periods):					313

MINIMUM SCHOOL DAY

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:19-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	35
Period 1 8:01-8:39	English 9	English 10	English 11	English 12	38
Period 2 8:46-9:21	Algebra 1	Geometry	Algebra 2	AP Statistics	35
Period 3 9:28-10:03	Life Skills	Modern World History	U.S. History	Economics/ Government	35
Nutrition 10:03-10:19					16
Period 4 10:26-11:01	PE	PE	Elective or AP Course	Elective or AP Course	35
Period 5 11:08-11:43	Elective	Biology	Chemistry	Physics	35
Period 6 11:50-12:25	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	35
Total Instructional Minutes (without optional Period 0 and with passing periods):					248

21. INSTRUCTIONAL DAYS AND MINUTES

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.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	157	378	14	288	8	248	1	313	180	64800	65675	875
10	Yes	157	378	14	288	8	248	1	313	180	64800	65675	875
11	Yes	157	378	14	288	8	248	1	313	180	64800	65675	875
12	Yes	157	378	14	288	8	248	1	313	180	64800	65675	875

22. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.

PROFESSIONAL DEVELOPMENT

23. TEACHER RECRUITMENT

As indicated in the LCFF State Priorities Table above (State Priority #1), all teachers at the Charter School are certified and have earned their California credential. Teachers in English, Math, Science, History-Social Science, World Language, Physical Education and Visual Performing Arts are credentialed in the disciplines they teach. Staffing of the small learning communities (Humanitas and AVID) takes place through discussion with selected faculty to determine their interest in these programs. Often these academies require extra coordination and time to create a unified educational experience for the students.

ECRCHS utilizes various strategies for conscientious recruitment. In addition to active postings and advertising with education job organizations such as EdJoin, CaJobs, and STARS, ECRCHS works closely with local university partners such as CSUN, Pepperdine and UCLA.

Hiring committees that include administrators, department chairs and employees are formed to review teacher and staff applications and conduct interviews. Applicants submit applications along with their resume, letters of references and copies of California credentials. The committee screens applications and schedules interviews with potential candidates. It is the practice of ECRCHS following an interview, to select candidates to demonstrate a teaching lesson in a classroom setting. After verifying professional references and other application requirements, applicants are then ranked and recommended for hire to the Executive Director, who makes the final decision.

24. PROFESSIONAL DEVELOPMENT

The ECRCHS faculty and instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers through afternoon professional development in-service trainings. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development ('TPD'), which "is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature" (p. 130). On a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (such as social justice) and present solutions to their fellow faculty members. Another example includes special education instructors providing tools and techniques to help their colleagues better address the needs of students who have differing abilities.

All teachers participate in Professional Development Days twice a month, and the schedule is shared with all staff before the start of the school year. At these Professional Development Days we utilize our teachers who have a variety of expertise in areas such as differentiating instruction, integrating technology, using depth and complexity icons, thinking map skills, strategies for behavior support, and more.

Professional development meetings are also used for vertical planning within departments, and subject level planning to create long-term and short-term goals. Additionally, teachers look at current student data to help drive instruction to ensure universal access and success for all students. Teachers meet in their content specific groups to establish the guaranteed curriculum, share practice, evaluate strategies, develop common formative and summative assessments, examine data, and reflect on next steps.

Before the start of the 2014-2015 school year, teachers were invited to attend a three-day Common Core Training presented by a professional organization, Insight Education. All teachers of Advanced Placement classes have attended an advanced placement workshop presented by the College Board. Teachers of AVID students attend a week-long seminar presented by the AVID Institute. Humanitas teachers attend workshops presented by Great Books focusing on Common Core and Shared Inquiry Training in Common Core Standards.

Additional opportunities for Special Education teachers include academic support training and support in the areas of autism, self-regulation, motivation, and Non Violence Crisis Intervention. ECRCHS conducts ongoing in-services for special education. Our entire staff is trained about services and programs related to students with learning disabilities and how to implement accommodations and modifications in the general education classroom.

Starting in the 2015-2016 school year, ECRCHS has begun to conduct ongoing professional development trainings focused on social justice issues such as LGBTQ sensitivity. These trainings are led by both teachers and students. Prior to the start of the current school year, a panel of students presented to the

entire faculty on social injustices they have experienced in their teenage years. This effort is being led by a group of passionate students and teachers who strive to promote tolerance and ensure that all students at the school feel safe, welcomed, and accepted.

At the end of each school year, teacher leaders and the administrative instructional team meet to analyze and identify needs of staff. Administrators and grade level teams meet to survey, discuss and identify strengths and needs of students, and our program. Data also is analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the department chairs and instructional advisors of each department, who work collectively in developing an annual staff development plan.

The faculty at ECRCHS has expressed a desire to be more involved in the planning of professional development opportunities, and ECRCHS has committed to the creation to two committees that will facilitate their participation. As outlined in Element 4, ECRCHS plans to start an Instructional Committee that will serve as a “think tank” for ECRCHS instructional practices; committee members will be responsible for researching educational theories and brainstorming how to best apply these theories in the classroom. An assistant principal will lead the committee, and members will include department chairs and academy lead teachers. It will be each member’s responsibility to disseminate information among his or her team/department. Within this committee, the school will create a *Professional Development Sub-Committee*; this committee will work with the Instructional Committee to create training sessions and materials for faculty professional development.

MEETING THE NEEDS OF ALL STUDENTS

25. ENGLISH LEARNERS

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.

Process for Identifying ELs

English Learners are a small portion of ECRCHS enrollment: in the 2014-2015 school year, ELs comprised 3% of the ECRCHS population. (cde.ca.gov/Dataquest (English Learner Enrollment)). The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready.

ECRCHS adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at ECRCHS.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. ECRCHS staff notify parents of the school's responsibility to conduct CELDT/ELPAC testing and inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Educational Program for English Language Acquisition

Recent data indicates that approximately 88% of the school's ELs, according to the July 2013-14 California English-Language Development Standards, are categorized as "advanced" or "early advanced" on the CELDT, and nearly all of the other ELs are "intermediate" English Learners (CDE Data Quest, CELDT). These categories, in terms of the new CA ELD Standards, translate to the "expanding" and "bridging" levels on the ELPAC.

Because the school's EL population is more advanced, the school focuses instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Two key components supporting ELs are identification and support from paraprofessionals and contracted service providers. This instructor provides ELs with the necessary counseling and academic planning necessary to ensure all ELs graduate college and career ready. All ELs have Individualized Learning Plans whereby English Language Development goals are identified and monitored. Newcomer students' specific needs will be assessed by the initial CELDT, which ECRCHS administers within mandated timelines. ECRCHS teachers are trained in the use of strategies to support ELs throughout instructional delivery and differentiated practice. In addition, ECRCHS hired in 2015 a bilingual guidance counselor who will service the EL student population.

How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC

ECRCHS bases its English Learner support program on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, ECRCHS will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

As guided by the CA ELD Standards, ECRCHS teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our EL Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

Services And Supports For English Learners, Including Instructional Strategies And Intervention

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. ECRCHS uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

ECRCHS provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs will participate in dedicated English as a Second Language instruction as one of their elective courses.

EL students also have access to grade-level academic content and practical language development through the multimedia and performing arts program. Through the interpretation of international classics and the creation of new musical, dramatic and computerized works, the EL students find another language to express their thoughts and human experience that can be considered universal.

Process For Annual Evaluation Of The School's English Learner Program

The Assistant Principal in charge of Curriculum at ECRCHS is responsible for ensuring the quality and success of all instructional programs, and reports to the Board monthly on progress towards academic goals, including serving EL students. The Principal conducts regular (at least quarterly) observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Principal works with relevant staff annually to review summative data on student progress, including our annual CELDT scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the CELDT/ELPAC.

Process And Specific Criteria For Reclassification

ECRCHS monitors student mastery of the ELD standards through the use of formative assessments. These assessments are given throughout the semester to adjust instruction or move forward depending on the level of mastery. This ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

Progress is a continuous cycle that is monitored throughout the whole school. All teachers are given language fluency data on their students. Rosters indicate EL students and Reclassified. For EL students, English and math teachers are given CELDT scores with guided information on how to interpret each scored category. For our EL and R-FEP students, English and math teachers are provided with prior academic grades each semester. Additionally, each counselor is responsible for monitoring their case load. This includes student contact throughout the year, parent contact, teacher contact and scheduling intervention as needed.

The ELD Coordinator reviews EL academic progress at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the ECRCHS Student Information System (Q), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure

that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria are as follows:

- Students must score a 3 or 4 in the four domains of the CELDT/ELPAC Test
- Students must earn a C or better in their English or ESL class.
- Students must score a Basic or above on the CAASPP, if given, or pass the English portion of the CAHSEE

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the CELDT/ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that ECRCHS provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide ECRCHS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas³:

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is ECRCHS’s philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the

³ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- Overall Proficiency: A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- Early Stages: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- Exit Stages: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

ELs will continue to be re-evaluated annually using the CELDT / ELPAC assessments until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). ECRCHS sets a demanding reclassification target annually. The EL Coordinator serves as the CELDT / ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

The needs of LTELs are varied, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. ECRCHS prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention. In addition to the supports already embedded within the school’s day: extra support classes, in English, Math, Study Skills and Test Prep, the EL and Intervention Coordinator will provide alternative classes that are self-paced. These classes are planned with the student’s learning level in mind and can alter the pace based on each student’s mastery.

26. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

ECRCHS maintains a rigorous standards-based curriculum that is founded on department-designed units of instruction and periodic benchmark assessments. Teachers and counselors at ECRCHS use students’

scores on periodic benchmark assessments, overall grades, individual work ethic, attitudes toward learning, and other factors to determine if a student is recommended for placement in a more academically challenging environment.

Students identified as high achieving in all forms of assessment are encouraged to enroll in Honors courses and Advanced Placement courses in their strong subjects or areas of interest. ECRCHS currently offers 12 Honors courses and 26 AP courses. The school reevaluates this course offering each year, making changes as necessary to reflect student need and interest. For example, the Business and Technology department plans to offer AP Computer Science Principles starting in the 2016 – 2017 school year in response to student interest in the subject and the growing demand for careers in this field.

Gifted and Talented students are also encouraged to join competitive academic teams such as Academic Decathlon, Science Bowl, and Robotics, as well as participate in academic competitions. For example, ECRCHS students compete with other schools in math contests through the California Mathematics League (CAML) and American Scholastic Mathematics Association (ASMA). In 2012 ECRCHS became a charter member of Mu Alpha Theta, which is a national high school mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete amongst each other and against other schools from around the country and internationally.

27. STUDENTS ACHIEVING BELOW GRADE LEVEL

ECRCHS has developed a framework for students achieving below grade level expectations that is demonstratively pre-emptive in our approach to intervention. In order to facilitate student achievement, ECRCHS will offer interventions to address each student's specific learning needs so he or she can attack the curriculum once the school year begins. Prior to ninth grade, each student's cumulative record, with great attention paid to California-mandated test scores will be reviewed. Students will take diagnostic tests in math and reading. This will aid in correct placement for students who demonstrate lower aptitude in some areas and will enable them to achieve at a level that is appropriate and consistent with their skills and ability level. Continuing students who have demonstrated a consistent pattern of low achievement will be assessed as to the reason for their low achievement.

During the summer before ninth grade, every incoming admitted ECRCHS student will have the opportunity to participate in a four to six week Summer Bridge program. Students will be assessed for their high school readiness, math, reading and writing abilities. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization. Diploma requirements will also be previewed so that students understand the credit-building goal to graduation.

Once ninth grade begins, these students will continue to receive proactive intervention through additional learning supports including before and after-School and Saturday tutoring and classes. Additional instructional strategies will be employed in order to maintain a high level of support for this student group.

The school will continue to offer optional CAHSEE workshops for students who have not passed one or both sections of the exam. (This is in addition to the required math class for students who have not passed the math portion of the CAHSEE.)

In English Language Arts, some students may have trouble writing coherently, which is required for the California High School Exit Exam (“CAHSEE”), for periodic assessments, and for all college-admissions tests. The literacy coordinator tutors students who continue to struggle with coherent writing in a writing lab. As a department, ELA teachers make themselves available to students during lunchtime, nutrition and after-school for tutoring. Some classes have either a collaborative assistant or additional special education teacher as well. Teachers deliver content while accessing different modalities or learning intelligences with a variety of assessments and assignments with an emphasis on breaking assignments into smaller, simpler assignments.

In Math, all students are required to complete two years of high school math; Algebra 1 and Geometry being the minimum requirements. (The combination could be Geometry and Algebra 2.) For the students who are having trouble with these subjects, alternate courses are offered. Advanced Applied math is a course offered to those students who are unable to pass Geometry. This satisfies their Geometry requirement for high school graduation. The Math Department has established a lunchtime tutoring program for all students who are having difficulties in their subject areas. ECRCHS also offers after-school math tutoring (3:30pm – 5:00pm) with math teachers and peer tutors.

Students are credit deficient for a variety of reasons. Some of the reasons include personal and/or family crisis, poor attendance, low academic skills or just poor choices. Students who are more than one semester behind their peers require additional strategy with a more personalized instructional setting specific to each student’s academic needs. As detailed above, ECRCHS offers an Alternative Education program for students who are most deficient in credits. Therefore, students who are achieving significantly below their peers, defined as those who are 30 credits or more behind the four year pacing plan are offered another layer of intervention through classes that are self-paced and designed to allow each student to master the content based on their own learning level and not the pace of an entire class. This subgroup is referred to the Assistant Principal in charge of our Alternative Education program.

This comprehensive support program provides a tailored, self-paced educational format. Students identified for the personalized intervention setting will be expected to master the skills and content necessary for the success in colleges and careers. California Common Core curriculum and National Standards are embedded in the curriculum and lessons. Students are expected to demonstrate mastery of standards in four core academic subject areas: English Language Arts, history/social sciences, mathematics, and the natural science. All classes are taught by Highly Qualified Instructors on campus and monitored by an Assistant Principal.

ECRCHS also offers an Independent Study program for a small number of students; the program adheres to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3, as detailed above. The Independent Study program 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 are taught and monitored by Highly Qualified teachers on site at ECRCHS. 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.

Students are assigned a Supervising Teacher who monitors the student's progress weekly and provides with equitable provisions and resources that all students enrolled at ECRCHS have. Additionally, the Assistant Principal reviews all students monthly.

For purposes of calculating average daily attendance for classroom-based apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and El Camino shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code 47612.5.

Students between the ages of 19 and 21 years old will not be directly enrolled into the IS Program, however, a student may turn 19 years old while already in the Program. In this event, the student would continue on working and following the IS Program just as they had since inception.

ECRCHS shall not charge any fees for students to enroll or participate in the Independent Study Program.

Through the efforts of the counseling staff, Intervention Coordinator and Attendance Dean, the following steps are routinely taken:

- ❖ Parents are informed of the student's progress and academic challenges
- ❖ Students receive supplemental support in the areas needed. This includes: Peer and Teacher tutoring offered before, during and after school; study skills classes; summer school classes; after school English, math and social studies classes; and extra support classes in math and English.

The counselors and the Intervention Coordinator will identify students who are less than five classes behind their four-year pacing plan. These students are referred to the after-school classes, summer school and/or community college classes.

Students who are more than a semester behind their four year pacing plan are referred to the Assistant Principle in charge of Alternative Education by the counselors or Intervention Coordinator.

Students who have fallen behind the four year high school pace will have the opportunity to retake classes that were failed and not move on to the next grade level class until they have been successful and demonstrated mastery. 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 which includes: standardized testing results, math and reading diagnostic assessments, previous class grades and credits along with personal academic and/or vocation goals. Student's class schedule will be determined based on these personalized learning plans. Each course required and outlined in the ECRCHS document will have added support as needed for the targeted student group. 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.

The Assistant Principal monitors students referred to ECRCHS's Alternative Education program. The self-paced educational program is designed to focus on the specific academic needs through a variety of strategies and structures.

Student progress is monitored in a variety of ways. Teachers have a common planning time, which allows for weekly meetings to discuss, analyze, develop and implement instruction that increases student achievement. Progress Reports are distributed weekly, and parent/student conferences are scheduled with the Assistant Principal two to three times a year to ensure communication, progress and student achievement. The ultimate goal is for each student to graduate from ECRCHS and have a postgraduate plan developed. Steps to achieve the diploma include: increased state scores, increased attendance, and credit recovery.

30. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Approximately 19.4% of ECRCHS students qualify for Free- or Reduced-price lunch (CALPADS, 2015). ECRCHS's teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports. ECRCHS provides a number of field trips to colleges and universities, theatres, museums, and community events at no charge to students. Furthermore, the ECRCHS PTSA provides funding for yearbooks, dances, and senior activities for low-income students. These opportunities augment the instructional program and enhance the educational experience for all ECRCHS students.

31. STUDENTS WITH DISABILITIES

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 DECRCSee 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 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.

31. STUDENTS IN OTHER SUBGROUPS

ECRCHS offers a variety of support for students with extraordinary needs, such as foster youth, students in rehabilitation or pregnant and parenting students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, an option for Independent Study, and referrals to outside resources.

32. A TYPICAL DAY

On a typical morning at El Camino Real Charter High School, students are greeted by an administrator or another adult. The demeanor of the diverse student body reflects the school's focus on learning as the students enter school cheerfully and with a purpose. Although the student body is quite large, and so is the campus, ECRCHS has a long tradition of operating in a very safe environment. This tradition is upheld with structures and regulations that provide multiple opportunities to learn and to be prepared for college and/or career in the 21st century.

For some students, the school day begins at 7 a.m., when students have the opportunity to participate in a zero-period class. For some, the school day ends at 10 p.m., with the final buzzer marking the end of a football game or when members of the highly acclaimed Academic Decathlon team finish their study session. For teachers, students, and all other members of the school community alike, the day often begins and ends with a renewed sense of purpose, urgency, and determination to maintain the school's reputation of excellence and to realize the goals stated in the school's mission statement.

On a typical day, a visitor to ECRCHS may well see the following:

- The entire school, including office staff and all other personnel, reading for twelve minutes at the beginning of third period. An exception to this Sustained Silent Reading is made for visitors who come to the offices during this period.
- A Physical Education teacher delivering to the Literacy Coach, a set of essays written by each of her classes as part of the Writing Across The Curriculum program.
- Students in a science class, guided by the teacher, engaged in a hands-on lab activity
- A teacher in one of the computer labs showing students how to use the internet for scholarly research they will need to complete a project in a course, such as, English Language Arts
- The Intervention Coordinator matching tutors with students who have asked for subject-specific support
- Students using manipulatives in a Geometry class in order to gain a better understanding of a standard being taught
- Coaches and coordinators organizing extra-curricular activities, such as, drama, baseball etc.
- Student-organized clubs gathering at lunch to discuss shared interests and/or plan an event
- The ECRCHS Video Production team working together to provide live-stream coverage of an upcoming sporting event;
- The interdisciplinary Humanitas teams meeting to create the next unit and/or project
- A Resource Specialist who is a co-teacher in a regular education course, providing extra help to a student
- Teachers meeting with Resource Specialists to discuss how to differentiate an assignment for a student with special needs
- Teachers, counselors, and support staff using the school's student information system to monitor student progress
- Teachers collaborating to develop innovative lessons plans that focus on topics such as Cyber Bullying, Solar Energy, s
- Teachers planning to incorporate technology into the courses they teach. For example, teachers in the Science department utilize electronic clickers to evaluate students' understanding of the subject material.

The master schedule is created to meet the needs of all students. The A-G curriculum, which is aligned with the California content standards and the Common Core standards, provides a rigorous and relevant education, ensuring that all students have access to a high-quality educational program that will prepare them with the skills needed for college and career success. Students also have access to a wide variety of resources in the College and Career Center. The academic counselors support the students' success in the classroom, and the registered nurse, school psychologist, social worker, and Intervention Coordinator collaborate to support the health and safety of all students. All students have access to a wide range of course offerings, and some students elect to join small academic programs (AVID, Humanitas, Careers in Entertainment Academy, Visual Performing Arts Academy, Alternative Education Program, Independent Studies Program) that cater to their specific interest and unique learning styles. Students also have access to ECRCHS'S extensive Advanced Placement course offerings. In the cafeteria, food service is provided by the school's selected vendor of nutritious, well-balanced meals and snacks.

On a typical day at El Camino Real Charter High School, students, faculty members, administrators, classified employees, and visitors can see tangible evidence that they have entered a learning zone.

INDEPENDENT STUDY PROGRAM

The Independent Study program assists 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. 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 adheres to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and ECRCHS shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If ECRCHS offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then ECRCHS is subject to the determination for funding requirement of §47634.2. ECRCHS shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non- classroom based instructional minutes.

Students between the ages of 19 and 21 years old will not be directly enrolled into the IS Program, however, a student may turn 19 years old while already in the Program. In this event, the student would continue on working and following the IS Program just as they had since inception.

ECRCHS shall not charge any fees for students to enroll or participate in the Independent Study Program.

Students who graduate from this program receive an ECRCHS diploma.

1. DESCRIPTION OF STUDENTS WHO ARE ELIGIBLE TO PARTICIPATE IN THE PROGRAM

Independent Study is an optional educational alternative in which no pupil may be required to participate and that students voluntarily select, including expelled students (Educational Code 48915). Any student enrolled at ECRCHS may opt for the Independent Study program. Parents and students must meet with the Assistant Principal to discuss this option and fill out the appropriate paperwork.

Upon approval by the parents/guardians, an IS Master Agreement is completed and signed by the student, parent, Supervising Teacher, all Highly Qualified Teachers assigned by courses, any Instructor who will be working with the student and Director. The Supervising Teacher will then create the new IS class schedule for the student.

2. TYPE OF INDEPENDENT STUDY MODEL AND SCHEDULE

For the non-traditional student, the IS Program provides an opportunity for comprehensive high school resources, offering core academics tailored for the individual. The same high academic standards and expectations of all ECRCHS classrooms are in place for each IS course. All standards-based academic courses comply with UC/CSU A-G requirements and focus on college-preparedness, with the ultimate goal of preparing each student for success beyond high school. All core courses are provided (math,

social studies, science, language arts and foreign language). In addition, based upon the student's incoming transcripts, ECRCHS' graduation requirements and the availability of credentialed teachers, the following electives may be available, but not limited to: Sociology, Psychology, Physical Education, World Geography, Home Interiors, and Neuroscience.

Each student's Supervising Teacher monitors the student's progress weekly and provides them with the same provisions and resources that all students enrolled at ECRCHS have. Additionally, there is time set aside each week for science labs, math tutoring, and art projects. All IS classes are taught by credentialed teachers that are part of the ECRCHS' teaching staff. ECRCHS will comply with pupils-to-certificated-employee ratio, with consideration of ISP students as part of the general population, and ensure that these teachers are NCLB qualified.

The IS Program allows for flexible and individualized pacing, as determined by the Supervising Teacher and each course instructor. Students are expected to meet with teachers once a week and turn in all assignments on time. In between class time, students communicate with teachers and staff via email.

IS students have full access to ECRCHS' tutoring, counseling, intervention and other supports as needed. While on campus, IS students are required to abide by the same rules stated in the ECRCHS Student Handbook.

In accordance with EC 51747(1), graded assignments are kept in each IS student's individual file. Completed classes are entered into transcripts throughout the semester and available for parents and students to view from their personal Aeries account.

1. CREDIT/GRADUATION REQUIREMENTS

Per EC 51745(e), "no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study." ECRCHS' Independent Study Program has the same graduation requirements as students in the general education program; ECRCHS seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies. All IS classes utilize the same texts and supplemental materials as site-based courses. IS students are required to take all state required tests, just as ECRCHS' general population students are (CAHSEE, CAASPP, etc.).

If a student fails a required course, he/she may take it for credit the summer immediately following. All courses taken for credit off-campus, regardless of the reason, require prior written permission from the school counselor. ECRCHS seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies.

2. MONITORING THE IS PROGRAM AND IS STUDENT PROGRESS

The Assistant Principal in charge of Independent Studies, reporting to the Executive Director, is responsible for monitoring IS students by scheduling a specific day of the week for them to meet on campus with credentialed teachers for instruction, questions and testing. Student progress is measured by a variety of assessments, both formal and informal, including tests, quizzes and essays, along with discussion of school work and assignments with teachers.

Assignments and exams are posted on the ECRCHS' Website under the Independent Study tab, according to class subject. Once completed, homework and tests are immediately graded and returned to the student. Teachers then discuss grades and progress with students and parents. If there is limited or no progress, teachers will arrange a meeting with the student and parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success. Students are able to receive one-to-one assistance with teachers via appointment. Progress reports are provided to the students and parents/guardians every 5 weeks.

All records, including student schoolwork, are maintained by the Director of Independent Study. This facilitates immediate access for students, parents and auditors, and records are kept for a minimum of three years. Pursuant to EC 51747(b), "A written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school."

ECRCHS' Board of Directors will review the Independent Study Program on a quarterly basis.

3. ATTENDANCE AND ABSENCES

Students are required to meet with their Supervising Teacher once weekly on an assigned day to review assignments, assessments and pacing. ECRCHS complies with all Independent Study requirements of the California Department of Education to assign attendance credit, using the time value method of attendance accounting. Cal Ed. Code Section 51747.5(b). If a student misses two consecutive meetings with their Supervising Teacher, or misses two assignments in any one class, the Assistant Principal will schedule a meeting with the student, his/her parent/guardian, Supervising Teacher and any other appropriate teachers (i.e. of the class in which assignments were missed) to discuss the student's compliance with the requirements of the IS program. Appropriate interventions may be arranged such as tutoring, attendance in study skills classes, or other supports. If the student continues to miss assignments or meetings, they will have the option to return to the general education program at ECRCHS if they are unable to meet the IS requirements. Students who choose to transfer to another school will be processed like any site-based transfer student. Paperwork is completed by the ECRCHS' Head of Attendance which includes the school the student plans to attend, the reason why the student is leaving as required by CALPADS, and a signature by the parent. The student is expected to return all textbooks and school materials, and an official transcript is issued.

4. TRANSCRIPTS

Student coursework and credits from the IS program will be reflected on student transcripts in the same manner as classroom based courses. As stated by the CDE's "Frequently Asked Questions Part Two":

[S]hould independent study be designated on student transcripts? No. To designate "independent study" on the transcript suggests that it is an alternative curriculum, which is prohibited by EC Section 57145(3), which states, "Independent Study shall not be provided as an alternative curriculum." Furthermore, 5 CCR 11705.5(a) states that "the independent study option is to be substantially equivalent in quality and in quantity to classroom instruction" Both these sections make it clear that students who take courses via independent study are not to be viewed as having a different or inferior course of study.

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 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.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Bransford et al (2000) state, “formative assessment, involves the use of assessments (usually administered in the context of the classroom) as sources of feedback to improve teaching and learning” (p. 140). Teachers at ECRCHS employ formative assessment across all disciplines from Physical Education to Mathematics and English to Art. One of the more frequent approaches for teachers falls under the general category of “checks for understanding”. The following table provides examples of this and other formative assessment techniques implemented by departments.

Formative Assessment Practice(s)	Explanation	Example	Department(s)
Whiteboards	Teachers use student responses to determine review strategies	Prior to a test, teachers have students use whiteboards to answer sample questions	Math
Reading checks	For reviewing previous night’s reading	Teacher questions at beginning of class to ascertain student comprehension of previous night’s reading	English
Warm-ups	Sample problems at beginning of class	Students complete a representative sample of problems to demonstrate understanding	Math, Science
Pop-quiz	Short assessment to determine student preparedness	Throughout the units, teachers give students unannounced quizzes	Various
Clickers	Technological tool to collect student responses	Chemistry teachers employ clickers to get a snapshot of student understanding of concepts and inform instruction	
Performance testing	Brief physical tasks to determine fitness and provide information for future activity	Students run one timed lap to indicate cardiovascular fitness and endurance, leading to an alteration in physical tasks	Physical Education
Feedback	One-on-one conversation between teacher and student	During creation of an artwork, performance of a piece (musical, dramatic), teacher provides detailed comments to improve student performance toward desired goal	Visual Performing Arts (among others)
Rough draft	Essay, project, paper turned in prior to due date for teacher comments and opportunity for student revision	In English, students submit an early version of a persuasive essay to have teacher provide feedback to improve their final draft	Various
Public speaking	Dialogue with teacher (or monologue in front of	Students give a short oral presentation, with teacher	World Language

	class) delivered by student in foreign language	providing guidance on diction, pronunciation, enunciation – with follow up instruction for improvement	
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Shepard (2005) argues that formative assessment and instructional scaffolding are one in the same. Many ECRCHS teachers follow this terminology as well, discussing how they use scaffolding in their classrooms to help build student understanding. Shepard’s definition of formative assessment includes insights about a learner’s current understandings and using those insights to impact instruction for the purposes of developing greater competence. Similarly, scaffolding refers to supports that teachers provide during problem solving, such as reminders, hints, and encouragement to ensure successful completion of a task (Shepard, 2005). Shepard (2005) identifies four primary types of formative assessment: eliciting prior knowledge, providing effective feedback, teaching for transfer of knowledge, and encouraging student self-assessment. Throughout ECRCHS, teachers employ the latter in their classes in an attempt to have students become self-driven learners.

DATA ANALYSIS AND REPORTING

The primary tool used for capturing student data is ARIES, a student information system. ARIES captures students’ grades as well as their record of absences and truanancies. In addition, the College Office recently began using Naviance, software that helps align student strengths and interests to post-secondary college and career goals.

Collection

- All results from school assessments are recorded in ARIES by faculty members.
- Students’ absences and truanancies are recorded in ARIES by attendance clerks.
- Students and college counselors enter all college data into Naviance.

Analysis

- Individual students, their parents and mentor will analyze each student’s individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions.
- The Charter School faculty will analyze data from all of the tools listed for individual students, as well as school-wide, at least two times per year.
- The Board will review the data and the faculty’s analysis of it at least two times per year.

Reporting

- Results from all of the tools listed above are available for each individual student and his or her parents to view at all times via a secure web-based ARIES platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the school will publish a School Accountability Report Card (“SARC”) that will be posted on the school’s website and made available in the school lobby.

- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

ECRCHS has a common and standardized grading policy. Teachers, in collaboration with their departments, develop grading rubrics. Grading practices reflect individual student performance and progress toward mastery of the Common Core standards. A student's grade is individualized and does not reflect a comparison of that student's performance with the performance of other students. At the beginning of the school year, each classroom teacher provides students and parents with the course description or syllabus, which includes a list of the standards addressed in the course and the school wide grading criteria.

Our school issues academic progress reports every five (5) weeks through Aeries, with grades reported at 10 weeks and 20 weeks. These reports are accessible by all students and parents/guardians. These reports reflect student proficiency in grade level and subject standards. Student proficiency is evaluated using multiple measures including teacher assessments, daily student work, portfolio/exhibits, final exams, and other specific assessments used to quantify student performance. Student progress reports reflect progress towards mastery of subject matter guided by Common Core standards. The progress reports also measure the student's cooperation and work habits, which are reported as "E" (Excellent), "S" (Satisfactory), or "U" (Unsatisfactory).

If a student falls behind in any course, his or her counselor flags the student in Aeries to trigger student and parent contact. Parents of students performing below/far below proficient performance are informed of support programs such as tutoring, after school study skills classes and other classes, summer school, and the Alternative Education Program.

ECRCHS takes grading very seriously; students are not allowed to participate in athletic and other school-sponsored extracurricular activities if their grade point average falls below a 2.0 or if they demonstrate unsatisfactory performance in cooperation.

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.

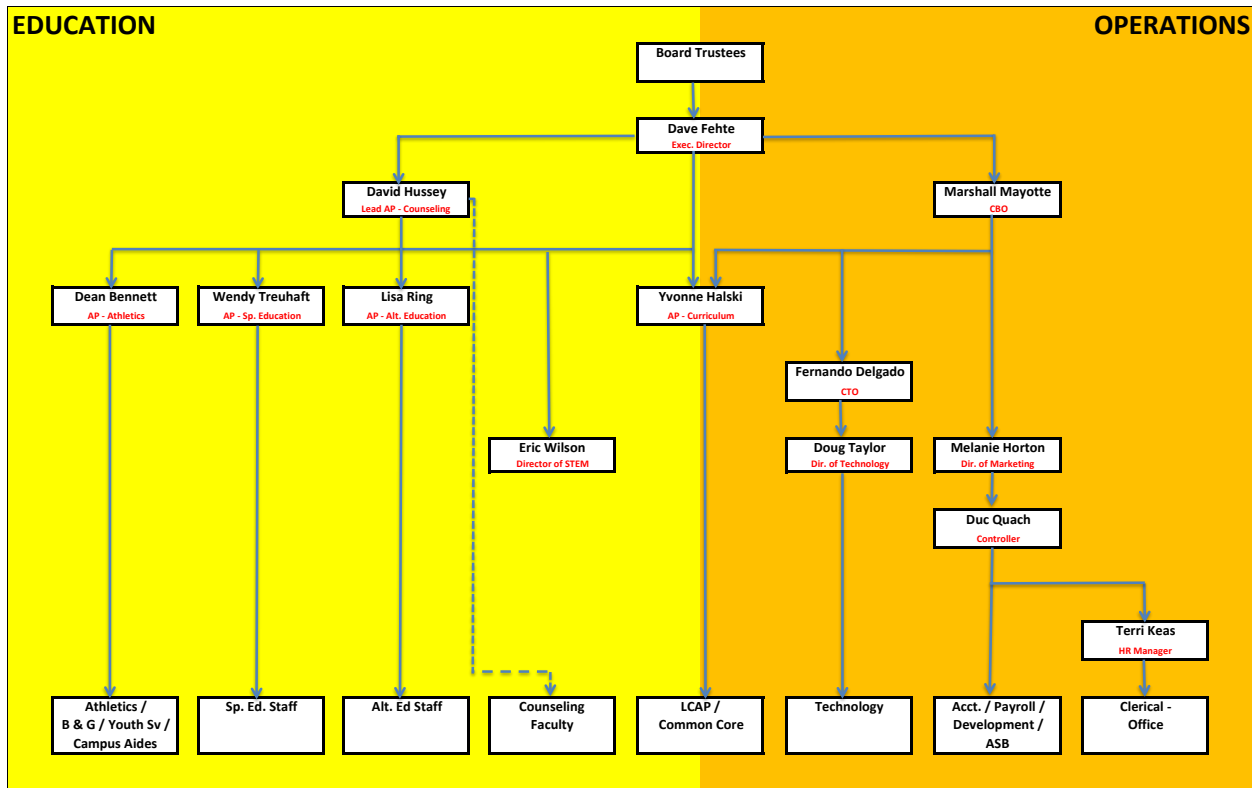
GOVERNANCE STRUCTURE

El Camino Real Charter High School is a direct-funded, independent charter school operated by El Camino Real Alliance, a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS.

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.

Attached, in Tab 3, please find the ECRA Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code Bridge Policy and Conflict of Interest Policy. ECRCHS is governed by the ECRA Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

1A. ORGANIZATIONAL CHART



1B. MAJOR ROLES AND RESPONSIBILITIES

Board of Directors

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and Chief Business Officer (“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; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

Executive Director

The Executive Director serves as the educational leader of the Charter School and the chief executive of ECRA. The Executive Director shall be responsible for the direction of the Charter School and of ECRA, relationships with stakeholders (e.g. community members, parents, students, staff, donors, 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 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;
- Guide the Charter School toward the fulfillment of its vision and future goals;
- Communicate with and report to the ECRA Board of Directors;
- Oversee implementation of policies established by the Board of Directors;
- Oversee all corporate finances, including those of ECRCHS, and take actions to ensure financial stability and accurate financial records;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Encourage and support teacher professional development;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Take responsible steps to secure full and regular attendance of all students enrolled in accordance with policies established by the Board of Directors;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote the Charter School in the community, encourage positive public relations and interact effectively with media;
- Take an active role in fundraising and grant writing for the Charter School;
- Ensure compliance with all applicable state and federal laws;
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Directors and/or the District;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District as needed;
- Present the independent fiscal audit to the ECRA 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.

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 ECRA or other appropriate employee or third party provider.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

2. COMPOSITION OF THE BOARD

The Charter School will be governed by ECRA’s Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors shall be composed of six (6) to eleven (11) directors, including the following stakeholders: At least two (2) community representatives⁴ elected by the Board; at least one (1) parent representative elected by the parent body (one vote per family); two to three (2 – 3) teacher representatives elected by all teachers; and one (1) representative elected by all classified employees. The parent representative shall not have a child attending a school operated by the Corporation. The teacher and classified representatives shall not be employed or compensated by the Corporation. This composition ensures that all stakeholder groups are represented at Board meetings, and that governance decisions reflect multiple perspectives and points of view, while also minimizing potential conflicts of interest.

The current ECRA Board is composed of the following members:

Name	Role	Category	Term Expiration
Jonathan Wasser	President	Teacher	June 2017
Odus Cladwell	Member	Teacher	June 2016
Peter Vastenhold	Member	Teacher	June 2016
Jackie Keene	Treasurer	Parent	June 2017
Donna “Obie” Slamon	Secretary	Community	June 2016
Vacant		Community	June 2017
Dennis Thompson	Member	Classified	June 2017

3. CRITERIA & PROCESS FOR SELECTING GOVERNING BOARD MEMBERS

⁴ “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.

As outlined above, the Board shall have at least six (6) and no more than eleven (11) directors. All directors shall be elected as described above and as outlined in the Bylaws. All directors are to be designated at the corporation's annual meeting of the Board of Directors. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been elected as required by the position as described below. Board members may serve two consecutive terms. After a one-term absence from the Board, an individual is eligible for election/appointment to the Board.

The Bylaws 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.

The Board shall strive to elect Board members who have a passion for education and a genuine interest in dedicating their time to make ECRA the best it can be. The Board shall strive to elect Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

Professional development opportunities, such as attending workshops through the California Charter School Association ("CCSA"), will be made available to the Board.

GOVERNANCE PROCEDURES AND OPERATIONS

4. MEETING REQUIREMENTS AND PROCEDURES

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. At an annual meeting, the Board will set the calendar for upcoming Board meetings for the year and publish the schedule on its charter schools' websites. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be physically posted and posted on the ECRCHS website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted in the same manner at least 24 hours before the meeting.

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 charter schools are established.

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 (if any), 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

5. DECISION-MAKING PROCEDURES

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location, and;
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

STAKEHOLDER INVOLVEMENT

6. STAKEHOLDER INVOLVEMENT PLAN AND PROCESS

School Committees

ECRCHS believes strongly in proactive stakeholder engagement, and shall create annual and temporary committees to focus on specific or ongoing tasks and/or policies. Following the conversion to a charter school in 2011, there was a lack of planning and interest around some of the proposed committees, and these committees stopped meeting or never came to fruition. Upon commencement of our second five-year term, ECRCHS will strive to create and maintain the following school committees.

Charter Advisory Committee: This committee will serve as the liaison between all stakeholders (teachers, students, staff, parents, administrators) and the ECRA Board of Directors. Committee members will be responsible for monitoring the Charter School's adherence to the plan set forth in the charter renewal petition. The Charter Advisory Committee will also have the duties of reviewing all policies and decisions made by or voted upon by the Governing Board to ensure the decisions conform with the guidelines and policies outlined within the charter and to ensure that any subsequent policies established are aligned

with this charter. In addition, this committee will participate in the next charter renewal process. This committee will report to the Executive Director and is solely advisory in nature.

Instructional Committee. This committee will serve as a “think tank” for ECRCHS instructional practices; committee members will be responsible for researching new educational theories and brainstorming how to best apply these theories in the classroom. An Assistant Principal will lead the committee, and department chairs and academy lead teachers will be encouraged to join. It is each committee member’s responsibility to disseminate information among his or her team/department.

Within this committee, ECRCHS may create a *Professional Development Sub-Committee*; this committee will work with the Instructional Committee to create training sessions and materials for faculty, and may present this information at professional development sessions.

Budget & Finance Committee: The purpose of this committee is to ensure all stakeholders understand the Charter School’s financial situation and current budget. Financial reports are produced on a quarterly basis, so this committee will review either quarterly reports or monthly updates. The Chief Business Officer will lead this committee.

The following committees are in operation at this time:

LCAP Committee: This committee convenes each year to produce the annual LCAP update. Membership includes representatives from each academic department, as well as counselors, parents, students, and at least one administrator, as this ensures that all stakeholders’ interests are reflected in the document. The committee reviews the previous year’s LCAP and evaluates progress toward goals, and determines new goals and metrics for evaluation.

Any additional school Committees may be established as needed. These may include, but are not limited to: Testing and Performance, Sustainability/STEAM, Student Discipline, Technology, Student Affairs, Athletics, Operations, School Food, and Community Relations and Media.

Committee Membership: All teachers will be strongly encouraged to participate in at least one committee each year. An Assistant Principal will provide a sign-up sheet for all committees at the first faculty meeting. All departments will be encouraged to have one department representative on each committee, as this will ensure that information is disseminated throughout the faculty. Department chairs and program leaders may be asked to participate in certain committees.

In addition, the ECRCHS administration team will reach out to classified staff, parents, and Student Council to encourage membership from these groups.

Each committee will be led by at least one administrator.

Parent Participation

Parent participation plays a vital role in the effectiveness and quality of our program. The Parent Teacher Student Association (“PTSA”) and “Friends of ECR” groups volunteer at Charter School events and fundraise for scholarships, facilities improvements, staff appreciation events, and other activities. We will encourage parents to maintain and grow the existing parent groups.

Parent Involvement in Governance: In addition to maintaining parent representatives on the Board, parents are encouraged to join school committees. There was one parent representative present at the LCAP Committee meetings and the Charter Renewal Committee meetings in the 2014-2015 school year. ECRCHS will continue to communicate with parent groups to encourage parent participation in these and other committees in the future.

Parents will also be encouraged to contribute volunteer time to the Charter School. The Director of Marketing shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; participation in committees; attendance at Charter School Board meetings; participation in the planning of fundraising or other special events; or, other activities. No child will be excluded from the Charter School or any school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

In addition, ECRCHS strives to improve communication between school officials and parents. To that end, ECRCHS will revitalize the “Coffee with the Principal” program and expand it to become the “Coffee with an Administrator” program. Each month, a different administrator will be available for one hour to speak with parents on an informal basis and address their questions, comments, and concerns.

Parent organizations such as the PTSA and Friends of ECR will have access to school facilities for meetings and other events.

DRAFT

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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Since converting to a charter school, the employment of teachers continues to be subject to the terms of a collective bargaining agreement (CBA) negotiated between ECRCHS and United Teachers of Los Angeles (UTLA). ECRCHS will comply with grievance procedures as outlined in existing CBAs.

A. EMPLOYEE POSITIONS

As illustrated in the ECRCHS Organizational Chart provided in Element 4, the employee positions at ECRCHS fall into one of two functional categories: education and operations. A few positions fall under both categories. Below please find a complete list of job descriptions and qualifications for current positions.

CREDENTIALLED EMPLOYEES

Teachers

The credentialed teaching staff is responsible for planning, developing, and implementing appropriate curriculum, and teaching specific subjects for which they are appropriately authorized. Teachers must instruct in accordance with the requirements of approved courses of study and at a rate and level commensurate with established student progress expectations for all subgroups, using adopted textbooks and other instructional materials authorized for such courses.

In addition, teachers must hold a current 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(l).

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.

ECRCHS teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Other responsibilities of the teaching staff include:

- Communicate regularly with parents and staff regarding students' progress
- Collect information about individual students' academic strengths, needs, and progress for use in planning
- Design activities to engage students in cognitively challenging work aligned to standards
- Use resources that will promote high levels of learning and student engagement in the classroom environment
- Closely monitor student learning in order to understand how students are progressing toward their learning objectives
- Establish a classroom environment that is safe and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students

Accordingly, a teacher of core academic subjects must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Have a State credential, or an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential
- Demonstrate core academic subject matter competence

In addition, teachers who desire a position with ECRCHS must be willing to:

- Serve as an ambassador for ECRCHS in the community
- Strive to implement the ECRCHS mission and vision
- Collaborate with other teachers at the school
- Communicate and work collaboratively with parents
- Participate in professional development opportunities and engage in continuous reflection of the goals and methods of education at ECRCHS
- Be trained in the current and future teaching practices used at ECRCHS
- Keep abreast of new developments in educational psychology, current learning theories/concepts, and developmentally appropriate practices
- Participate in at least one committee each school year as part of a commitment to school governance

The Executive Director

The Charter School Executive Director serves as the educational leader and chief executive of the Charter School. The Executive Director is the Charter School's top ambassador; he is responsible for

ensuring that the Charter School stays true to its mission and for guiding the Charter School toward the fulfillment of its vision and future goals. The Executive Director oversees all educational and operational functions of the Charter School, including but not limited to the direction of the instructional program, the evaluation of staff, and the operation of the school facility. The Executive Director is responsible for delegating tasks to his team of Assistant Principals and business staff. The Executive Director is expected to participate in school activities and engage in proactive and positive community leadership. The Executive Director reports to the ECRCHS Board of Directors.

The Executive Director of ECRCHS shall hold an appropriate Administrative Services Credential authorizing service as a Principal at the secondary school level. The Executive Director must also possess training in the broad aspects of school administration, instructional strategies, and curriculum development. A minimum of five (5) years of teaching experience and five (5) years of administrative experience is required. Experience in a traditional public school or charter school setting is preferred. An applicant without a current Administrative Services Credential may be considered only if the applicant provides evidence of five or more years of public school administrative experience.

The Executive Director shall perform assigned tasks as directed by the ECRCHS 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:

- DRAFT
- Ensure that the charter school stays true to its mission
 - Guide the charter school toward the fulfillment of its vision and future goals
 - Communicate with and report to the Charter School Board of Directors
 - Oversee implementation of policies established by the Board of Directors
 - Oversee school finances and take actions to ensure financial stability and accurate financial records;
 - Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal
 - Encourage and support teacher professional development
 - Ensure that appropriate evaluation techniques are used for both students and staff
 - Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors
 - Oversee student discipline, and as necessary participate in the suspension and expulsion process
 - Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
 - Promote the Charter School in the community, encourage positive public relations and interact effectively with media
 - Take an active role in fundraising and grant writing for the Charter School;
 - Ensure compliance with all applicable state and federal laws
 - Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District
 - Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
 - 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

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 School or other appropriate employee or third party provider.

Lead Assistant Principal

In addition to the duties of an Assistant Principal, the Lead Assistant Principal oversees the team of Assistant Principals and supports their needs. The Lead Assistant Principal coordinates day-to-day operations with the Executive Director, and collaborates with the Assistant Principals to ensure the school runs smoothly and that student and faculty needs are met. The Lead Assistant Principal also hears any appeals that may arise throughout the school year.

Assistant Principals

The ECRCHS team of Assistant Principals supports the Executive Director in various functions. The Assistant Principals carry out the school's educational vision and provide support and resources for teachers and students. At ECRCHS, our five Assistant Principals each oversee a specific area: Curriculum & Instruction, Counseling, Athletics & Facilities, Special Education, and Alternative Education.

The collective responsibilities of the Assistant Principals include:

- Implement, supervise, and monitor core and supplemental instructional programs leading to continuous student learning improvement and student mastery of California CCSS and other state content standards
- Support school leadership teams in developing long and short-range plans for academic achievement
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, standard English learners, gifted and talented students, and students with disabilities
- Serve as an instructional team resource to teachers, parents, and students
- Oversee professional development and ensure that the professional development plan prepares teachers to master California CCSS and other state content standards, and is aligned with the Single Plan for Student Achievement and the District's Master Plan for English Language Learners
- Prepare the annual Local Control Accountability Plan
- Oversee school wide testing
- Prepare the school's master schedule and summer school schedule
- Recommend and implement student intervention or disciplinary actions in accordance with the Education Code, and the school's student responsibility code
- Assist the Executive Director in meeting state and federal mandates and to ensure instructional monitoring and compliance needs
- Oversee student services, extracurricular activities, and all school athletics
- Assist in formulating, interpreting, and implementing the school's administrative policies
- Organize, assist, and implement the school's safety plan and ensure compliance with mandated child abuse reporting

- Manage the school physical plant and coordinate all campus work with the plant managers

Assistant Principals must meet the following requirements:

- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university
- At least four semester units in multicultural education or equivalent study
- At least five years of successful full-time public school certificated service
- At least three years as a teacher in a K-12 public school program
- A valid California K-12 Teaching Credential requiring a bachelor's degree and a program of professional preparation, including student teaching
- A valid Administrative Services Credential authorizing K-12 service

Counselors

Counselors provide guidance services to students for the early identification and intervention for barriers to academic achievement. They work directly with students to evaluate their abilities and interests to develop academic goals that will lead to future college and career successes. Counselors collaborate with parents, teachers, and school administration, including the College Counselor, to implement strategies to help students develop knowledge, skills, and attitudes that promote personal, emotional, and academic growth. The Counselor’s responsibilities include:

- Help students effectively utilize the educational opportunities of the school
- Recommend available resources within the school, school system, and community to meet the needs of individual students (and assist in making such referrals and contacts)
- Maintain accurate records documenting student progress towards graduation such as mini-cums, grade checks, and Individualized Graduation Plans
- Provide individual and group counseling and guidance to students in the academic, personal-social, and career domain
- Participate in the decision-making process as it relates to the educational plan for each student
- Articulate with feeder schools and assist with the development of transition programs to support student successful student matriculation between grades and school levels
- Develop programs to address student attitudes, understanding of self and others, communication skills, goal-setting/decision-making, career awareness, college preparation, and post-secondary planning

The Counselors must meet the following requirements:

- Bachelor’s degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology

College Counselors

The College Counselors are responsible for administering all aspects of the college search and admissions process. The College Counselor's responsibilities include:

- Educate students and parents about colleges and the college admissions process
- Meet with juniors and seniors, individually and in groups, to discuss the college application process and provide advice on individual college choices
- Advise 9th and 10th graders on curricular choices, and work with international students to understand US college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the campus and facilitate meetings between college representatives and students
- Lead workshops and information sessions that focus on various aspects of the college application process, such as academic programs, financial aid, scholarships, and decision making
- Organize, manage and implement the annual College Connection Fair
- Keep students and parents informed about test dates, college application deadlines, and college information sessions through letters, emails, and other forms of communication
- Maintain and share information on colleges, college guides, scholarships, and financial aid with other school officials, students, and parents
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual profile of the school, as well as information on grade distributions in junior and senior courses and courses offered
- Work with the enrollment office to maintain records on seniors, including GPA and transcripts
- Keep track of admission decisions and statistics, and report this data as necessary
- Keep abreast of issues and trends in college admission, higher education, and testing, and share this information with the school's employees and administration team
- Maintain membership in professional organizations such as the College Board
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Help to administer AP and PSAT exams

The College Counselors must meet the following requirements:

- Bachelor's Degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Experience in college admissions is a plus

Intervention Coordinator

The Intervention Coordinator works with administration, counselors, and deans to guarantee that students receive supplemental support services in content areas where they struggle most. The Intervention Coordinator also works closely with teachers to ensure student learning and maximize achievement.

The Intervention Coordinator's responsibilities include:

- Coordinate with counselors and the Transdisciplinary Support Team to review the documentation of interventions and student progress
- Work with teachers to monitor student progress and ensure an environment conducive to the intellectual, physical, social, and emotional development of students
- Regularly check report cards and identify students requiring academic intervention
- Design and implement specific strategies that promote intellectual, social, and physical growth in all identified intervention students
- Work with the Deans to coordinate intervention plans and consequences
- Work with the Alternative Education Program for students requiring a different learning environment
- Collaborate with local community service providers as needed to support students
- Support teachers in documenting students' progress
- Work with the Special Education Coordinator, School Psychologist, and SST to facilitate eligibility for special education
- Educate students about the skills and characteristics needed to succeed in high school
- Incorporate district initiatives (adopted programs/policies)
- Hold regular student and parent conferences
- Teach 7th period Study Skills class and hold lunch time tutoring

The Intervention Coordinator must meet the following requirements:

- Bachelor's Degree from an accredited college or university
- Single subject teaching credential
- Strong oral and written communication skills
- Other outside of classroom experience preferred

Student Support Services Coordinator

The Student Support Services Coordinator provides and coordinates services for the school's special education program. The Coordinator's responsibilities include:

- Coordinate the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services
- Monitor progress and achievement of Modified Consent Decree (MCD) outcomes with regard to related services
- Integrate related services into general and special education programs to meet student needs in the least restrictive environment
- Coordinate, plan, and implement professional development for related services providers
- Supervise related services personnel to ensure compliance with special education laws and regulations
- Review, disseminate and provide instruction on all LAUSD procedures and protocols as related to Individualized Education Program (IEP) writing and implementation
- Provide professional development for teachers and classified staff
- Collaborate with special education teachers in order to determine appropriate services and placements in students' IEPs
- Handle parent concerns about their student's IEPs and programs
- Collaborate with general education teachers on matters dealing with IEP implementation in the classroom

- Apply for PSAT, ACT, and SAT accommodations from the College Board
- Hire, train and appropriately place all special education assistants with assignments in classrooms and with individual students

The Special Education Coordinator must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California Special Education Credential
- Eligibility for Administrative Services Credential preferred

Career and Transition Coordinator

The Career and Transition Coordinator manages the planning and delivery of transition services for all students with disabilities in order to prepare these students for success after high school graduation. The Coordinator provides transition instruction and assessment, makes connections or referrals to outside agencies, assists students with post-secondary planning, and runs supported work programs, amongst other duties. The Coordinator's responsibilities include:

- Coordinate and/or conduct assessment, instruction, and services for transition age students, to determine eligibility and access to various community agencies
- Train, monitor, and support appropriate school personnel in the provision of transition related activities
- Assist staff with lesson plans that focus on resumes, job search techniques, and related subjects.
- Facilitate job development, placement, and follow up services for student workers in supported work programs
- Provide opportunities for all students to gain access to employment opportunities and develop workplace skills (e.g. Annual Career Fair in partnership with local Chamber of Commerce)
- Provide direct instruction in post-secondary options to students with disabilities
- Assist the Department of Student Support Services in meeting Modified Consent Decree and other division mandates
- Represent transition services in IEP meetings as needed
- Coordinate and manage Medi-Cal reimbursement programs

The Career and Transition Coordinator must meet the following requirements:

- Minimum five years teaching experience with no less than three years of successful classroom teaching experience in a special education setting
- Valid California teaching credential
- Master's Degree Preferred
- Experience in the use of technology (Welligent, MyData, ARIES, Microsoft Office) as an instructional tool
- Knowledge of transition services for students with disabilities
- Excellent collaboration and outreach skills
- Excellent instructional, interpersonal, oral and written communication skills

School Psychologist

The School Psychologist provides psychological services to both general education and disabled students and develops individual case studies of students to determine eligibility for special programs. The responsibilities of the Psychologist include:

- Assist in the development of behavior support plans and functional behavior assessments
- Consult with school personnel, parents, and others concerned with the progress of students and provides both individual and group counseling
- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning
- Interpret the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students
- Evaluate the results of tests in relation to the cultural, environmental, and language backgrounds of students
- Participate in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs
- Assist in developing a written individual educational plan for students who are eligible for special education placement and/or service
- Assist in developing recommendations regarding eligibility, program placement, and cognitive experiences for the Gifted/Talented Program
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment
- Provide psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team

The School Psychologist must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Master's Degree in school psychology
- Experience as a school psychologist, school counselor, or teacher in a public school setting is a plus

Athletic Director

The Athletic Director supervises, coordinates, and develops the school's athletics program. The Athletic Director's responsibilities include:

- Assess the school's athletic program and student activities coordination
- Coordinate with the Administrative Director in regards to coaching and activities assignments
- Schedule all athletic events in coordination with the school's master calendar
- Manage athletic department budgets with Administrative Director
- Ensure the proper function, safety, and sanitary conditions of athletic facilities
- Attend and supervise athletic events of the school
- Collaborate with physical education department to set up facilities for all student activities and athletic events
- Maintain accurate records of first aid and CPR training for all coaches
- Maintain accurate records of student physicals, medical needs, and eligibility
- Arrange transportation for all student activities/events in coordination with coaches and Administrative Director

- Arrange for all game officials for all home athletic events
- Ensure that all rules, regulations, and directives in respect to the activities and athletics programs of the school are strictly enforced

The Athletic Director must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California Single Subject Credential
- Ability to work collaboratively with coaches and administration
- Ability to communicate effectively in writing and orally with all stakeholders

Deans

The Deans implement the school wide plan for creating a positive culture of behavior at the school, as well as administer discipline in accordance with the school's discipline and attendance policies.

Responsibilities of the Deans include:

- Provide and supervise in a fair and consistent manner effective discipline systems with high standards, consistent with the philosophy, values, and mission of the school, in accordance with due process and other laws and regulations
- Notify appropriate personnel and agencies immediately, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids
- Establish a professional rapport with students and staff
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school
- Maintain open lines of communication with neighboring schools in order to better serve the student population
- Help with the appropriate placement of at-risk students by communicating with counselors and Alternative Education program staff
- Refer students and parents to help groups such as B.I.L.Y. (Because I Love You)
- Meet with parents regarding student discipline and attendance issues
- Encourage teachers to seek Deans' help when confronting behavioral problems in the classroom, especially when teachers are new to the school
- Ensure a safe, orderly environment that encourages students to take responsibility for their behavior and creates high morale among staff and students
- Maintain positive, cooperative, and mutually supportive relationships with school staff and parents
- File required reports regarding violence, vandalism, attendance, and discipline matters

The Deans must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Eligibility for Administrative Services Credential Preferred
- California Single Subject Credential

Librarian

The Librarian performs informational and clerical duties in library media centers or administrative office. The Librarian's responsibilities include:

- Direct and maintain cataloging and circulation functions in an automated system
- Direct and conduct inventories to prepare information for collection development
- Locate and verify bibliographic information for materials acquisitions, prepare ordering documents, calculate costs, and follow up on all orders
- Use the school's centralized computerized library system and print-based resources to locate and verify bibliographic and cataloging information
- Collaborate with teachers to create lesson plans that enhance students' research skills
- Ensure an atmosphere conducive to individual and group inquiry, research, and study
- Develop collection to reflect cultural diversity, through selection and acquisition
- Perform clerical tasks, such as shelving and maintaining an attractive, inviting library media environment
- Assist in maintaining school library media collections for automation
- Prepare forms and letters and generating reports pertaining to library media center functions
- Prepare for the opening of the library media center so that services are available from the first day of school until the last day of school
- Answer reference questions and assist students and teachers in locating and using library media materials
- Collect money for overdue, damaged, or lost library media materials, and keep a record of money received
- Prepare bindery orders, requisition supplies, and keep acquisition and circulation statistics.
- Train and review the work of lower-level library media center employees, student workers, and service students
- Provides necessary in-service training for the effective use of media resources, technology, equipment, and use of media center

The Librarian is required to meet the following requirements:

- Bachelor's degree from an accredited college or university
- Library Media Teacher service credential
- One year of library media experience
- Knowledge of:
 - Library media terminology and processes such as book ordering procedures and inventory methods
 - Bibliographic sources
 - Standard reference materials
 - Catalog card formats
 - Recordkeeping and report preparation techniques
 - Microsoft Office
 - Web browsing techniques
 - Operation of audio-visual and digital equipment

School Nurse

The School Nurse provides nursing services at El Camino Real Charter High School. The Nurse's responsibilities include:

- Counsel and guide students to meet their individual health needs by interpreting health appraisals and standards of normal growth and development
- Assist with in-service education of school personnel in healthful living and communicable disease control
- Assist school personnel in relating health instruction and guidance to specific needs of students
- Notify, counsel, and assist parents in remediating student health defects
- Participate with school administrators and other school personnel in developing and conducting, in accordance with established policy, a school health program which includes the following:
 - Appropriate health education for students, individually, and in groups
 - Responsiveness to accidents, emergency illnesses, and crisis situations which occur at school
 - Determination of student's health status including vision, hearing, dental, orthopedic, and general health appraisals, with emphasis on scoliosis screening
 - Consultation with students and school personnel to promote emotional health
 - Coordination and implementation of services provided by teams from the Child Health and Disability Prevention Program, Tuberculin Skin Testing Program, and Dental Health Program
 - Assistance to school physicians with health examinations
 - Maintenance of necessary health records
 - Control of communicable diseases through readmissions, exclusions, inspections, and determination of immunization assessment with follow-up where needed
 - Inspection of the school plant to help maintain an environment for optimum health
 - Reporting or assisting in the reporting of suspected child abuse
- Assist in maintaining proper student control in school buildings and on the grounds
- Evaluate the performance of subordinate personnel

The School Nurse must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Two years' experience working as a Registered Nurse
- A valid California Health and Development Credential authorizing service as a school nurse, a Service Credential with a specialization in health authorizing service as a nurse, or a School Nurse Services Credential must be in force and on file in the Office of the Los Angeles County Superintendent of Schools
- A current First-Aid certificate issued by a recognized first-aid training program
- Knowledge of:
 - Proper use and care of medical materials, supplies, and equipment
 - CPR and First-aid techniques
 - Principles, methods, and procedures for diagnosis, treatment, and rehabilitation of human injuries, diseases, and deformities
- Ability to compose and comprehend written communication
- Ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
- Mobility to traverse all areas of the work site
- Mobility to respond quickly in an emergency situation
- Ability to observe subordinates' activities

CLASSIFIED EMPLOYEES**Chief Business Officer**

The Chief Business Officer (CBO) oversees the entire business team and is the point person for general liability legal issues, requests for proposals, compensation, and budgeting. The CBO's responsibilities include:

- Ensure the short-term and long-term financial stability of the Charter School
- Oversee treasury functions (e.g. financing, lines of credit, investments, etc.)
- Generate regular financial reports and financial reports for special projects (e.g. grants, expansion, etc.)
- Implement policies and procedures related to the operation of the school
- Ensure the Charter School's compliance with governance rules
- Act as final authorizer for budget purposes and for all employee and vendor contracts
- Make a final decision on new hires for the business team

The CBO must meet the following requirements:

- Graduation from a recognized college or university, preferably with a major in business or public administration, or related field
- Experience with public school accounting systems and knowledge of generally accepted accounting standards
- Minimum of three years executive or administrative experience in a public or private organization, in a role that included multiple business functions
- Experience in a variety of the following areas: accounting, budgeting, contract administration, data processing, personnel administration, procurement

Chief Information Officer

The Chief Information Officer (CIO) is responsible for providing innovative vision, strategy, and leadership for the coordination of technology policy and the management of technology systems for the instructional and administrative functions of the Charter School. The CIO draws from experience in the academic environment to create a unified information technology solution for the Charter School. The CIO must also cultivate technological strategies that will streamline and enhance the Charter School's teaching and learning process, human resources management, government compliance, financial management, facilities management, student services, enrollment management, development and alumni relations systems, communications, and external affairs.

The CIO must meet the following requirements:

- Bachelor's degree in business or technology
- Coursework in education and/or Master's Degree is a plus
- Experience with information systems and a solid understanding of technology
- Deep knowledge of business principles
- Extensive experience working in technology and/or business roles

Director of Sustainability and STEAM Initiatives

The Director of Sustainability and STEAM Initiatives oversees all of the school's STEAM (Science Technology Engineering Arts and Math) related programs, as well as certain areas of operation of the physical building. This involves collaborating with faculty to coordinate academic activities and incorporate STEAM into the classroom; working with the facilities team, outside consultants, and LAUSD to implement sustainable building practices that allow the Charter School to serve as a living laboratory; encouraging behavior that demonstrates a commitment to sustainability; working with business personnel to promote current programs and pursue grants and other funding opportunities; and exploring partnerships with governmental and nonprofit groups that advance the mission of the Charter School.

The Director of Sustainability and STEAM is also responsible for keeping abreast of new developments in the education space and demonstrating thought leadership by adjusting educational activities accordingly. The Director of Sustainability and STEAM is responsible for communicating this information to the administration team.

The Director of Sustainability and STEAM Initiatives must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Master's degree or Ph.D. is preferred
- Coursework in education is a plus
- Five+ years experience in education
- The following work experience is preferable:
 - Experience with sustainability initiatives or campaigns
 - Experience working directly with executive team
- Strong leadership and interpersonal skills
- Excellent written and oral communication skills
- Ability to work effectively with school and business officials
- Entrepreneurial work style
- Ability to transform raw data into strategic recommendations and creative solutions
- Ability to incorporate new learning into existing plans and act decisively
- Proficiency in Spanish is a plus (speaking, reading, writing)
- Ability to work within diverse teams as well as cross-functionally

Director of Technology

The Director of Technology manages, develops, and coordinates all information and communication technology for the school. The Director supervises, participates in, and is responsible for the operation of the Technology Department providing daily planning, organization and management of the Network/Server Infrastructure, Helpdesk Support and Student Information System. The Director of Technology's responsibilities include:

- Manage and maintain day-to-day operations of the Network/Server Infrastructure, Helpdesk and the Student Information System
- Oversee the installation and maintenance of local area network hardware/software
- Solve issues with troubleshooting, system backups, archiving, disaster recovery and provide expert support when necessary
- Plan, develop and manage data and network security systems including LAN/WAN design
- Prepare, maintain and test disaster recovery and system backup plans
- Implement routine preventive maintenance on hardware and software

- Create reviews and monitor standards for new and ongoing IT projects
- Evaluate efficiencies of current systems and organize data conversions of new enterprise systems
- Develop and prioritize information system strategies for all programs providing data to school management systems
- Work with outside consultants to develop applications specific to school management systems
- Build and maintain vendor relationship and manage the purchasing of all software, hardware and other IT related products/supplies
- Supervise the asset management of all technology equipment throughout the school

The Director of Technology must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Five years of management or supervisory experience in the information technology or related field
- Three years of hands on System/Network Engineering experience in a medium to large school/district or private sector environment
- Experience at a school site is preferable
- Knowledge of systems technology, application design, and systems architecture
- Technical knowledge of computer systems, technical networks, information systems, LAN/WAN and technical standards

Director of Marketing

The Director of Marketing oversees the long-term brand strategies for ECRCHS and other schools under its management. This person owns the marketing and communications plan across all phases: development, implementation, and day-to-day management. The Director of Marketing must stay abreast of new developments in the education space and demonstrate thought leadership by adjusting brand activities accordingly.

The Director of Marketing also oversees the Charter School's community outreach efforts and strategic plans. The Director of Marketing has an active role in guiding the Charter School through its strategic plans; these tasks include fundraising, budgeting, expansion, and submission of key documents such as the charter renewal petition.

The Director of Marketing must meet the following requirements:

- Bachelor's degree from an accredited college or university in business, marketing, communications, or related subject area
- Coursework in education and/or Master's Degree in Business is a plus
- Minimum of three years of work experience in marketing, communications, market research, or strategy-focused role in a business office setting
- The following work experience is preferable:
 - Experience with marketing strategy and project management
 - Experience with sustainability initiatives or campaigns
 - Experience working directly with executive team

Director of Accounting (Controller)

The Director of Accounting oversees the organization's accounting, payroll, and procurement. The Director of Accounting works closely with the Charter School's back office provider and is responsible for all district, local, state, and federal reporting. The Director of Accounting is also responsible for managing the accounting system and, if applicable, the transition to new accounting systems. The Director of Accounting must keep abreast of new developments in the financial compliance space and make necessary adjustments to the Charter School's accounting activities.

The Director of Accounting must meet the following requirements:

- Bachelor's degree from an accredited college or university in accounting, business, finance, or related subject area
- CPA with attestation experience is preferred
- Coursework in education is a plus
- Five+ years of experience in accounting
- Three+ years of management experience
- The following work experience is preferable:
 - Experience with charter schools
 - Experience with a public accounting firm
 - Experience working directly with executive team

Human Resources Manager

The Human Resources Manager oversees the running of the front office and works with administration to ensure compliance with state employment related laws, ECRCHS policies, and collective bargaining agreements. The Human Resources Manager's responsibilities include:

- Oversee new employee processing and verify employee clearance prior to start of work
- Participate in and prepare appropriate questions for classified interviews
- Work with other departments to communicate job openings to staff, and maintain job posting board in main office
- Manage enrollment process for employee benefits
- Communicate information about employee benefits to all staff and educate staff about employee benefit options
- Encourage staff to participate in employee wellness programs
- Serve as point person for questions surrounding Charter School policies and procedures
- Inform staff of new Charter School policies and procedures
- Supervise main clerical office staff including office volunteers and student helpers
- Perform secretarial duties for the Executive Director, screen and receive visitors and mail, compose letters from general instructions
- Assist walk-ins in the Main Office and answer incoming calls
- Track classified employees' hours worked
- Review and approve classified payrolls by tracking and maintaining classified employees' illness and vacation hours balances
- Ensure that assignment and payroll transactions conform with Personnel Commission rules, policies, and collective bargaining agreements
- Issue annual Letters of Reasonable Assurance to part time employees

- Maintain employee hard copy files, including employment documents, payroll and pay data records, I-9's, DOJ records, health enrollment documents and other confidential personnel records
- Enroll new employees in health and welfare benefits and assist new and current employees with supplemental insurances
- Responsible for conducting the annual Open Enrollment of health benefits for employees
- Assist employees with issues of health benefits, process enrollments and changes to health benefits including medical, dental, vision, group life insurance, voluntary life insurance and additional supplemental insurance plans
- Assist employees with benefits claims
- Review and approve invoices for employees' supplemental benefits
- Oversee substitute teachers and assisting substitutes daily with sign-in, login and lesson plans, as well as the review of ECR procedures
- Work with Kelly Services Educational Staffing on hiring and placing substitutes
- Review substitutes' hours and approves substitutes payroll weekly with Kelly Services Educational Staffing
- Process employee Leaves of Absences and Returns
- Review documents related to illness, injury, military, and pregnancy disability leaves to ensure that federal and State employment related laws and Personnel Commission rules related to leaves are followed
- Inform employees on FMLA/CFRA and track and maintain absences throughout year
- Process workers compensation, unemployment, and property loss claims
- Contact custodial and maintenance personnel regarding requests for service or repair to equipment or facilities
- Assign and maintain records of school keys issued to employees
- Issue work permits during summer break
- Provide assistance to school administrators as requested

The Human Resources Manager must meet the following requirements:

- High School diploma or GED equivalent
- Two years of office experience as an office manager or administrative assistant, preferably in a school setting

IT Services Technician

The IT Services Technician installs, configures, analyzes, services, diagnoses, and repairs servers, desktops and laptop computers, software, and peripheral devices. The IT Technician handles the server and operates system-related issues. The IT Service Technician's responsibilities include:

- Deliver, set up, install, modify, and maintain desktops, laptops, other mobile computer devices, scanners, printers, video equipment, and other related peripherals or devices
- Resolve complex client issues related to servers, desktop, laptop computers, and mobile computing devices operating systems, and related software and applications
- Install, configure, and implement server, desktop, and other security software and/or protective measures
- Analyze and diagnose wired and wireless local area networks
- Compile and analyze technical data to solve server problems
- Provide troubleshooting and repairs using remote service software and online chat

- Diagnose complex problems and repair desktop, laptop computers, other mobile computer devices, printers, and other related peripherals by disassembling hardware, replacing defective or malfunctioning components, and then checking for correct operation
- Install, configure, upgrade, and maintain District approved software, antivirus software and applications
- Perform data transfers between devices or computers
- Deploy, configure, and provide performance tuning for Windows, Apple, Linux and/or servers with other operating systems
- Provide technical assistance to schools and offices over the phone regarding hardware/software problems
- Instruct users in the basic care and operation of desktop and laptop computers, printers, and other related peripherals
- Support, test, analyze, and resolve hardware, software, application, and basic connectivity problems
- Ensure documentation of all changes to hardware configurations
- Assist higher level technicians and engineers in providing basic network support
- Add and configure printers and solve complex printer issues

The IT Services Technician must meet the following requirements:

- High School diploma or GED equivalent
- One year of experience that included maintaining, repairing, and overhauling of desktop and laptop computers, printers, and related equipment
- IT certification (e.g. A+ certification)
- Knowledge of:
 - Computer terminology, laser and other types of printers, installation and use of standardized software packages, and operating systems (e.g. Windows OS, Apple Mac)
 - Basic IP addressing and subnet schemes
 - Microsoft Office Suite, MS Project, and Microsoft Exchange, Outlook, Active Directory, and Proxy Servers
 - Current practices and materials involved in the configuration, maintenance, repair, and service of personal computers, wired and wireless networks, network servers, network printers, laptops, network switches, and TCP/IP protocols
 - Wi-Fi and Streaming Video Technologies
 - Safety regulations and practices applicable to electrical and electronic repairs

Accountant

The Accountant oversees the data and records in the time systems in order to ensure proper payroll services. In addition, he or she implements changes in the ERP system and approves units for teachers and staff based on the salary scale. The Accountant is also responsible for managing all matters associated with accounts payable. The Accountant's responsibilities include:

- Maintain employee records in the ERP system
- Organize and manage data in ERP and Stratus Time systems
- Track employees' hours and timesheets to enforce proper payment
- Supervise student store operations
- Rate-in certificated employees
- Assist with state and federal compliance reports (e.g. CalPADS)

- Oversee school's compliance with corporate bylaws, charter petition, and school reporting
- Together with the Technology team, train new hires to navigate the ERP and Stratus Time systems
- Assist in controlling the school's fiscal and human resources

The Accountant must meet the following requirements:

- Bachelor's degree from an accredited university in accounting, business, finance, or related subject
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Impeccable organization skills
- Ability to communicate effectively, orally and in writing, with all stakeholders
- Experience in public schools is a plus

Business Analysts

The Business Analysts work with Directors to problem solve and maintain the vision of the school's business team. They define and document business needs and objectives and work to identify opportunities for improving business processes. They analyze records of the school and use data analysis to keep budget plans on track. The Business Analysts' responsibilities include:

- Assist with data management and employee record-keeping in ERP and Stratus Time systems
- Assist with student store operations
- Coordinate survey implementation with relevant staff and create reports that analyze data and monitor trends
- Remain abreast of charter school laws and regulations and help ensure ECRCHS is in compliance
- Together with CBO and/or Director of Marketing, represent ECRCHS at Chamber of Commerce and VICA meetings and explore partnerships with local businesses and organizations
- Work with staff to promote school events and achievements
- Create and maintain quarterly internal newsletter
- Support the Director of Marketing in marketing functions such as social media management, the creation of marketing materials, etc.

In addition, the Business Analysts must meet the following requirements:

- Bachelor's degree from an accredited university in business, finance, statistics, marketing, or related field
- Sharp analytical skills
- Ability to transform data into strategic recommendations
- Working, proficient knowledge of Microsoft Office, Excel, and PowerPoint
- Ability to communicate effectively, orally and in writing, with all stakeholders
- Proficiency in Spanish is a plus

Student Store Staff

The Student Store Staff supervises and is responsible for the operation of the school's student store as well as general school accounting. The staff oversees and manages the financial aspects of the store as well as the accounting procedures pertaining to the student body. The Student Store Staff's responsibilities include:

- Monitor the sale of school apparel, and supplies to students and staff
- Establish and maintain accounting procedures related to financial aspects of student activities such as paid admissions, school publications (e.g. yearbook), student organization collections and class and office sales accounts
- Assign and direct work to student hires and evaluate their performance
- Order PE clothing, school attire and spirit wear, and all other items available for sale at the store
- Take inventory of supplies on a regular basis
- Assist Accountant with other financial management and record keeping, duties that include deposits and accounts payables school wide.

The Student Store Staff must meet the following requirements:

- One year of experience as an employee in an office setting
- Knowledge of accounting practices and procedures
- Knowledge of principles and terminology of purchasing
- Excellent customer service skills
- Ability to communicate effectively, orally and in writing, with all stakeholders

Clerical Office Staff

The clerical office staff is responsible for performing various clerical duties that help to ensure the Charter School operates smoothly and efficiently. The responsibilities of the clerical office staff include:

- Greet and assist walk-ins, visitors, students, parents and staff in a professional manner
- Answer questions regarding all aspects of ECRCHS, directing to appropriate staff for assistance when necessary
- Answer telephone calls, take messages and/or route to the proper office/staff
- Schedule IEP's
- Arrange daily coverages for IEP's and set up daily period-by-period teacher coverages as required
- Set up daily sign-in, login and instructions for substitutes
- Call parents daily to verify Early Leaves, summons students to leave for appointments, deliver items dropped off by parents to students
- Assist school administrators, deans, counselors and faculty as requested or directed
- May be responsible for creating and maintaining documents, some of a confidential nature, such as letters, reports, memorandums, bulletins, announcements, etc.
- Maintain active teacher and staff correspondence for dissemination and gathering of information
- Receive, open, and route mail
- Maintain school calendar and update school marquee and website daily
- Assist faculty arranging for and coordinating school activities, field trips, and student activities transportation
- Prepare, compile, input, and maintain accurate and complete records and reports, including state reports, statistical and classification reports, student attendance and summary reports, custom queries, teacher grade files, daily student absences, early leaves, verification rosters, progress reports, report cards, staff attendance, enrollments, check-outs, cumulative files, transcripts, IEP's, 504's, health and emergency records, textbooks issued and school textbook inventory, and annual school property inventory

- Operate computers, copy machines, and computer software currently in use at ECRCHS, including Microsoft Word, Excel, and Aeries
- Process purchase orders for school supplies, reconcile deliveries, process exchanges and maintain records for budget controls
- Order supplies for copy machines and call for maintenance and repairs
- Other duties as assigned

The Clerical Office Staff must meet the following requirements:

- High School diploma or GED equivalent
- Impeccable organizational skills
- Ability to communicate effectively, orally and in writing, with all stakeholders

Instructional Aides

Instructional Aides assist a certificated employee in developing and presenting specialized educational materials and in conducting instructional activities requiring specialized education, training, or vocational experience. Instructional Aides' responsibilities include:

- Assist a teacher or other certificated employee in a school by performing some of the following duties in order to introduce subject matter to students:
 - Presenting educational information to students in a specialty area of expertise.
 - Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or an area requiring special skills
 - Demonstrating methods, procedures, techniques, and uses of materials, tools, and equipment to students
 - Providing explanation to students regarding assigned computer activities
 - Arranging and conducting educational visits related to instructional activities
 - Conducting group activities related to physical education, music and other arts, and other subjects
 - Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, science, etc.
 - Correcting student papers and/or advising students regarding improvement of work products

Instructional aides must meet the following requirements:

- High School diploma or GED equivalent
 - Completion of 60 semester units or 90 quarter units from a recognized college or university
 - Possession of an associate or higher degree, from a recognized college or university.
- Knowledge of:
 - The special subject matter of the instructional activity
 - Standards of courtesy and behavior expected of students
 - Safety rules and procedures related to the subject of the instructional activity
- Paraprofessionals will comply with NCLB.

Special Education Assistants

The Special Education Assistants assist teachers by tending to the physical needs of students with disabilities and by providing individual instructional support to each student. The Special Education Assistants' responsibilities include:

- Perform a variety of tasks pertinent to training physical care, disciplining, and tutoring, in order to inculcate habits, knowledge, and skills in students with disabilities
- Help students to use books, classroom materials and equipment
- Adjust or re-phrase portions of texts and classroom instructions to tailor lessons to an individual student's needs
- Assist teachers in directing activities as well as the use of electronic equipment
- Physically assist students on and off the bus, by lifting students in and out of wheelchairs or other locomotive devices
- Assist students with all aspects of toileting
- Facilitates students' use of mobility equipment, such as leg braces, walkers and mobile standers
- Assist teachers in maintaining discipline and encouraging acceptable behavior by the students
- Assist teachers on field trips by helping students with physical needs, maintaining discipline and reinforcing learning situations
- Track behavior that may interfere with the learning process
- Manage communication logs between the classroom and home
- Present lessons or portions of lessons to a student, check accuracy of work, and present additional assignments as directed by the teacher in the presence of a certificated teacher
- Tailor lessons to an individual student's needs

The Special Education Assistants must meet the following requirements:

- Bachelor's degree from an accredited college or university
- CBEST passage

Campus Aides and Security

Campus Aides and Security assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus and at bus loading points at the direction of a school administrator or teacher. The responsibilities of Campus Aides and Security include:

- Patrol school corridors, locker rooms, restrooms, assembly and athletic facilities, gymnasiums, bus loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities
- Provide information to school administrators regarding causes and effects of campus and community tension
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons
- May assist a certificated employee in supervising students during field trips and special events
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
- May deliver, set up, lay out, or collect equipment and other materials

- Performs related duties as assigned

Campus Aides and Security must meet the following requirements:

- High School diploma or GED equivalent
- Ability to establish good relations with individual students and groups, communicate orally with District staff, parents, and students, and react quickly and appropriately in emergencies
- Knowledge of:
 - Safety rules and procedures to be observed by students
 - Standards of courtesy and behavior expected of students
 - Adolescent development and problems
 - Vocabulary and usage of terms common to youth in the area served by the school

Maintenance and Custodial Staff

Maintenance and custodial staff ensure the school facilities are kept in a clean, safe, and sanitary condition. The responsibilities of the maintenance and custodial staff include:

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities
- Remove spots from floors, walls, furniture, and fixtures and cleans dry erase boards
- Wash and scrub walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains
- Operate equipment, such as floor polishing and scrubbing machines, shampooers, vacuum cleaners, yard vacuums, power sweepers, and electric carts
- Service soap dispensers, towel boxes, and similar facilities
- Sweep and hose blacktops, tennis courts, playgrounds, sidewalks, and parkways
- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Move and adjust chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Receive, check, and deliver custodial and instructional supplies
- Lock and unlock doors, gates, windows, and storerooms
- Provide information in regard to locations of various school facilities, participate in the opening and closing of facilities, and represent the school to the public in the use of the school as a community center
- Gather and dispose of rubbish, paper, leaves, and debris, and empty and wash containers
- Water and tend lawns, shrubs, and trees; and operate manual and automatic watering systems
- Identify and report information regarding vandalism, theft, fire damage, and floods
- Perform a variety of unscheduled custodial duties as requested by school administration
- Keep drain and flow lines in laws and other planted areas free from debris
- Attend in-service training as directed
- Make minor repairs to building hardware, plumbing, building equipment, and furniture
- May perform a variety of cleaning and other manual tasks in the cafeteria
- May operate power sweepers

The maintenance and custodial staff must meet the following requirements:

- High School Diploma or GED
- Ability to read and interpret documents in English such as safety rules, operating and maintenance instructions, and procedure manuals

- Ability to write routine reports and correspondence in English
- Valid California Driver's licenses
- Transportation to and from work

Day-to-Day Substitutes

ECRCHS will utilize qualified substitutes from our own substitute pool or the services of an outside provider. ECRCHS will ensure that substitutes have submitted fingerprints for background investigation and cleared for employment.

The Board reserves the right to alter these job descriptions and/or create new job descriptions as necessary in order to most effectively staff the school.

B. QUALIFICATIONS OF EMPLOYEES

Employees' job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. All employees will be required to meet background check, certification and TB clearance requirements as required under applicable laws (see Element 6).

Staff Selection

Staff racial-ethnic balance will continue to comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, national origin, affiliations, political or religious acts or opinion, ancestry, gender, actual or perceived sexual orientation, physical disability, medical condition or age. ECRCHS shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law.

Selection Procedures

As an independent charter school, ECRCHS reserves the right to make personnel decisions which shall adhere to any applicable collective bargaining agreements in place as well as applicable state laws.

When teacher, administrator or classified vacancies occur, ECRCHS will establish an ad hoc Hiring Committee, which shall:

- Announce openings
- Recruit applicants
- Request resumes
- Interview and select candidates

The ad hoc Hiring Committee may consist of stakeholder representatives including the administrators, teachers, classified staff, and parents.

ECRCHS will ensure that all new employees comply with the following:

- Provide evidence of required credentials, certifications and/or qualifications to ensure suitability for a given position
- Provide proof of citizenship or proper documentation for employment in the U.S.
- Undergo fingerprinting and background checks. All employees will be required to complete a criminal background check before beginning employment in accordance with Education Code Section 44237
- Receive, when necessary, Fidelity Bond Coverage maintained by ECRCHS to cover all employees who handle, process, or otherwise have responsibility for ECRCHS funds, supplies, equipment, or other assets
- Undergo clearance procedures for employment, including Tuberculosis testing and clearance

An employee will not be permitted to begin work until all of the above requirements have been met.

All employees' job duties and work basis will be negotiated in individual contracts.

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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.

1. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Chief Business Officer will serve as ECRCHS' Custodian of Records.

2. STUDENT HEALTH AND WELLNESS

Physical Education, Health Education, and Nutrition Education

All students are required to take 20 units of physical education to graduate. Students who do not pass a physical fitness test after 20 units of physical education must continue to take physical education courses until they pass the test, or until they graduate. The physical fitness test requires students to run one mile, do sit-ups, push-ups, and trunk lift, demonstrate flexibility, and meet certain BMI parameters; students must complete five of the six parts within certain guidelines in order to pass the test.

As detailed in Element 1, ECRCHS has continued to require a one-semester Health Education course for a high school diploma while many charter schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class. Continuing the integrity and high standards for the program, ECRCHS assigns qualified Health Science credentialed teachers in Health Education courses. Topics studied include mental and emotional health, physical health, environmental health, social health, spiritual health, human growth and development, and drug prevention education.

The role of Health Education at ECRCHS is critically important because it helps students to adjust and adapt to the challenges of adolescence. The course provides instruction that meets the needs of each student by focusing on health issues from an adolescent perspective, as this age group is quite

susceptible to avoidable health risks. The major emphasis of the course is the National Health Education Standards, which are written expectations for what students should know by grades 2, 4, 5, 8 and 12 and promote personal, family and community health. The standards and performance indicators provide a framework for curriculum development, instruction, and student assessment in health education (Centers for Disease Control and Prevention).

Nutritional screening is available in the Health Office, and height, weight, and BMI are calculated as needed. Nutritional counseling is available to all students with referrals.

Emergency Preparedness

ECRCHS 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.

Facility Safety

ECRCHS 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.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District, which are delineated in the LAUSD Child Abuse and Neglect Reporting Requirements Policy, No. BUL-1347.1. Charter School staff must report to the proper authorities if they suspect the following is occurring to a student: sexual assault; neglect; willful cruelty; unjustifiable punishment; cruel or inhuman corporal punishment or injury; or abuse in out-of-home care. The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse.

All suspected cases of child abuse must be brought to the attention of the Executive Director and child protective agency.

A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Comprehensive Sexual Harassment Policies and Procedures

ECRCHS is committed to providing a school that is free from 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 has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to

employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's comprehensive complaint policy.

Family Educational Rights and Privacy Act

ECRCHS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

ECRCHS shall require all employees and contractors to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

ECRCHS shall require all employees of the school, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

TB Testing & Health Screening Requirements

Faculty and staff shall be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Students shall 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.

Immunizations

All students enrolled and staff shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

ECRCHS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Blood Borne Pathogens

ECRCHS 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 Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Food Services

ECRCHS shall provide its students with the best food services available that comply with federal school nutrition regulations.

ECRCHS selects food vendors based on the following criteria:

1. Service Capabilities Plan (35%), including, but not limited to:
 - a. Explanation of how meals will exceed guidelines set by the Healthy Hunger Free Kids Act
 - b. Staffing and Management Plan
 - c. Nutrition Education
 - d. Student Involvement
 - e. Promotion of the Program
2. Proposed price (40%)
3. Confidence in the provider – minimum of 3 references must be included (25%)

In addition, food vendors must strive to meet the following meal recommendations and nutrition standards set by ECRCHS:

1. Provide nutritious, tasty, and visually appealing meals.
2. Provide breakfast, lunch and supper meals.
3. Meals shall be prepared/heated/cooked on-site.
4. Meals and snacks shall be compliant with the Healthy Hunger Free Kids Act. All meals and snacks must be eligible for state and federal reimbursement under the National School Lunch Program or the Child and Adult Care Food Program as applicable.
5. Provide fresh vegetable and fruit with every lunch and supper meal. Canned fruits or juices are not allowed.
6. Provide low-fat or nonfat white milk with each breakfast, lunch and supper meal. Milk should be rBST-free.
7. Whole grains must be offered.
8. Provide a daily vegetarian option.
9. Provide sack lunches for field trips.
10. Provide appropriate utensils and napkins for the meals.
11. Provide meals with:
 - a. No hydrogenated oils
 - b. No artificial trans fats
 - c. No more than 30% of calories from total fat, and no more than 10% of calories from saturated fats
 - d. No fried or flash-fried foods
 - e. No high fructose corn syrup
 - f. No artificial preservatives, colors, flavors or sweeteners
 - g. Little or no added sugar
 - h. Meats that's free of nitrates and nitrites
 - i. No animal by-products
 - j. No BHA & BHT
 - k. No L-Cystine

ECRCHS works with the food vendor to ensure compliance with necessary training requirements.

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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 rECRCHSutment 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

ECRCHS serves a very diverse student community. In 2014-2015, the racial breakdown of our student body was 46.8% White; 27.5% Hispanic/Latino; 15.9% Asian/Filipino/Pacific Islander; 7.65% African American; 1.30% Two or More Races, and 0.7% American Indian.

The school's demographic profile has shifted since conversion to a charter school. Following conversion, ECRCHS maintained its former attendance boundary, and began holding a lottery each year to fill any remaining spots. Currently, 52.5% of students enter the school through the lottery from outside the attendance boundary. These students reside in 64 zip codes, with the greatest concentrations in Canoga Park and Reseda. Prior to charter conversion, in the 2009-2010 school year, White students represented 52.3% of the student population; in the 2014-2015 school year, this number decreased to 46.8%, balanced with increases in representation of African American students, Asian students, and Latino students.

ECRCHS makes many efforts to spread awareness of its academic programs to diverse communities. These efforts include:

- Hosting of student and employee-led school information sessions and campus tours
- Participation in "high school nights" at Hale Middle School and Portola Middle School

- Hosting of large annual college fair in September, which attracts over 40 colleges from around the country and 2,000+ students and parents from local and surrounding communities
- Engagement with parents, students, and community members through social media networks

ECRCHS communicates these events to the greater community through information on its website and marquee, social media postings, mailings, and print and online advertisements. In addition, the ECRCHS staff provides information about the school to parents who inquire via telephone or in person. Both counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who are available to translate this information for Spanish-speaking parents.

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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.

1. ADMISSION REQUIREMENTS

ECRCHS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. ECRCHS will enroll all pupils who wish to attend ECRCHS to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). As a conversion charter,

enrollment is automatically given to all students who reside in the former attendance boundaries of El Camino Real High School.

As a charter school, ECRCHS is a school of choice, and ECRCHS may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend ECRCHS exceeds the number of openings, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

2. STUDENT RECRUITMENT

See Element 7, above.

3 LOTTERY PREFERENCES

In the event that more students apply for enrollment than there are spaces available, exemptions and preferences in the case of a public random drawing shall be as follows:

1. Current students (exempt)
2. Students who reside in ECRCHS's former attendance boundary (exempt)
3. Siblings of existing students
4. Children of ECRA employees (up to 10% of total ECRCHS enrollment)
5. Rising 9th grade students who are currently enrolled in an ECRA-operated charter school
6. Students who reside in the District will receive 2:1 weighted preference

Students who reside in the District will be given preference as required by state law; during any single random public drawing conducted under a period of discretionary grant funding from the U.S. Department of Education, this preference will be assigned a 2:1 weighting preference.

3. LOTTERY PROCEDURES

Lottery Application Forms will be accepted during a publicly advertised open application period each year for enrollment in the following school year, starting February 1. For a student to be eligible for enrollment the following school year, a Lottery Application Form (see Tab 5) must be completed and received at ECRCHS by the stated annual deadline (the last day of February) by 4:00 p.m.

The deadline is frequently communicated during school tours, on the school website and social media accounts, and on the school's marquee. 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 during the first week of March to determine enrollment for the impacted grade level. The lottery will be conducted at the school and supervised by the Executive Director; all interested parties may observe, though parents will be informed that they do not need to be present at the lottery to secure a spot for their child.. The school will make every effort to schedule the lottery at a time convenient to interested parties. Student names will be randomly drawn to fill the number of available spaces per grade level, with all additional names drawn to compile a wait list.

Within the first two weeks of March, parents and/or legal guardians will be notified, in writing, as to whether the student has been offered enrollment or placed on a waiting list, along with their number on

the waiting list. The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and given a deadline to complete and return an Enrollment Packet (see Tab 5) to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

In an effort to maintain more accurate records and make the process more convenient for families, ECRCHS plans to make enrollment an electronic process starting in 2016; the enrollment packet will be available on the school's website. If there are families who do not have Internet access at home or who prefer to fill out the required documents at ECRCHS, the school will provide them with access to the computers in the library, and will train the Registrar staff to answer questions about the enrollment packet and provide assistance to families.

The enrollment packet must be completed by parents/guardians of all students, including those who reside in the former attendance boundary. The enrollment packet includes the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Starting in 2016, ECRCHS plans to include the Application for Free and Reduce Price Meals in the enrollment packet and require the submission of this form.

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)(l).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(l) 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

A. OTHER REPORTS AS REQUESTED BY THE DISTRICT ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(l), each fiscal year an independent auditor conducts an audit of the financial affairs of ECRCHS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year. The Audit Committee will be led by the Controller. The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the company chosen to conduct the audit, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Controller and back-office services provider work with the audit firm to provide the required information.
- At the conclusion of the audit, the Controller and the Audit Committee will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the ECRCHS Board of Directors with recommendations on how to resolve them.

- The Governing Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Executive Director will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

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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.

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 comport with 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 Dean'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.

School Climate and Student Discipline System

The discipline policy at ECRCHS is based on a progressive system. Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and a representative from the Dean's Office. Following this meeting, several actions may occur, including but not limited to, parent notification/conference, assigned lunch detention of various lengths, after school intervention classes, suspension and possible expulsion as determined by the incident.

During the initial meeting between the student and the Deans, options for strategic intervention may be discussed that include but are not limited to: grade and attendance counseling, peer conflict resolution, referral to tutoring, substance abuse counseling, and to meet with a school counselor/therapist.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

A. Grounds for In-School Suspension, Out-of-School Suspension and Expulsion

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

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

B. 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 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 Dean 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 Dean 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.

- r) 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.
- s) 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.
- t) 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.
- u) 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.
- v) 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.

w) 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).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

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 Dean or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes. Two types of In-School suspension are implemented at ECRCHS, class suspension and in-house suspension. Class-suspension is when a student is suspended from a specific class; this may occur only once every five school days. In-house suspension is when a student is suspended from all of their classes. In-school suspension allows the student to be removed from the general student body but still receive academic support for their on-going classes.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

C. 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 Dean or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Dean.

The conference may be omitted if the Dean or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ECRCHS 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 Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Dean or Dean's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Dean or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Suspension Appeal- If the parent wants to appeal the suspension, the parent submits an appeal to the Assistant Principal. The decision of the Assistant Principal will be final.

D. Authority to Expel

A student may be expelled following a hearing before an Administrative Panel following a hearing before it, and preceded by recommendation from the Dean. The Administrative Panel will consist of at least

three members who are certificated employees and neither a teacher of the pupil nor a member of the ECRA Governing Board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. 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 Dean or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the

witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or

contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

I. Written Notice to Expel

The Dean or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Dean or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Governing Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Governing Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the written transcripts and supporting documents, if desired, from the Charter School simultaneously with the filing of the notice of appeal. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

Closed session

The Governing Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Governing Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

Scope of review

The review by the Governing Board shall be limited to the following questions:

- (1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the Administrative Panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

A Governing Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision of the Governing Board

The decision of the Governing Board shall be limited as follows:

- (a) If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Governing Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, the Governing Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Governing Board will be final.

L. Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. 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.

M. 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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and 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 Dean or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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 – 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).)

“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

ECRA will provide mandatory benefits to its employees in accordance with applicable law. These include:

- Workers’ Compensation Insurance (to be provided by an A-rated Company)
- Unemployment Insurance
- Medicare
- Social Security, if applicable to the employee

The Controller is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

Retiree Benefits

Subject to negotiations between the parties following approval of this charter petition, ECRA will make annual contributions to the ECRA Public School Employee Retirement Healthcare Benefits Trust (“Trust”), the assets of which are irrevocable, in order to guarantee lifetime healthcare benefits for pre-charter, qualified (e.g. “Rule of 80” and “Rule of 85”) employees⁵ of the Charter School. ECRA will contribute at least \$1.2 million per year to the Trust in order to prefund future liabilities. ECRA will also evaluate the possibility of providing lifetime benefits for qualified employees who joined ECRCHS after charter conversion.

The Trust will provide retiree benefits similar to what LAUSD provides its retirees, as outlined in the 2008-2011 collective bargaining agreement between LAUSD and UTLA.

Healthcare Benefits

ECRCHS will offer medical, dental, vision and life insurance to certificated teachers who work more than three (3) periods per day, and to other employees who work more than 30 hours per week for 30 or more weeks during the year.

⁵ As used here, the term “pre-charter, qualified employees” includes both certificated and classified employees who worked at ECRHS during its first year of operations as a charter school, effective July 1, 2011, and who retire from ECRA having met contractually negotiated eligibility requirements.

The Governing Board will review the benefits package as it pertains to the development of the annual budget and in accordance with the MOU established with collective bargaining units, and prior to the open enrollment period.

STRS

All full-time, certificated employees at ECRCHS will continue to participate in the State Teachers' Retirement System ("STRS"). Full time is defined, for certificated employees, as working six (6) hours per day. Employees will contribute the required employee percentage, and ECRA will contribute the employer's portion. All withholdings from employees and from ECRA 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.

PERS

All full-time, classified employees at ECRCHS will continue to participate in the Public Employees' Retirement System ("PERS"). Full time is defined, for classified employees, as six (6) months of continuous full-time employment, or the first pay period after 125 days of employment or 1000 hours during a 12-month period. Employees and ECRA will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

PARS

If eligible and economically feasible, ECRA will continue to participate in the Public Agency Retirement System ("PARS") for non-PERS/STRS eligible part-time employees.

Social Security

All non-certificated employees, who are not eligible under PARS, will participate in Social Security.

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.

ECRCHS will communicate to all prospective and current parents and students that ECRCHS is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed of their public school attendance alternatives during the enrollment process.

DRAFT

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.

DRAFT

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, 20th Floor
Los Angeles, California 90017

Mr. David Fehte
El Camino Real Charter High School
5440 Valley Circle Boulevard
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.

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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.

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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).)

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 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:

- 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.

In the event that the school closes, the Executive Director and the Chief Business Officer will serve as the school's closure agents

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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 1st 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 30th 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
 - (i) 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.
 - (ii) 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, 28th 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).)



EL CAMINO REAL

CHARTER HIGH SCHOOL

**Charter Renewal Petition
For a Five Year Term
(July 1, 2016 to June 30, 2021)**

Submitted September 18, 2015 to:

**Los Angeles Unified School District
Board of Education**

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AFFIRMATIONS AND ASSURANCES

El Camino Real Charter High School (also referred to herein as “El Camino Real,” “ECRCHS” 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 ECRCHS 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 ECRCHS 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 should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

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).)

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
The contact person for Charter School is:	Marshall Mayotte, Chief Business Officer
The contact address for Charter School is:	5440 Valley Circle Boulevard, Woodland Hills, CA 91367
The contact phone number for Charter School is:	818-595-7500
The proposed address or target community of Charter School is:	5440 Valley Circle Boulevard, Woodland Hills, CA 91367
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	NW
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	3,850
The grade level(s) of the students in the first year will be:	9-12
Charter School’s scheduled first day of instruction in 2016-17 is:	August 15, 2016 (tentative)
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	3,900
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track,	Traditional

extended day/year) will be:	
The bell schedule for Charter School will be:	7:00 a.m. – 3:14 p.m.
The term of this charter shall be from:	July 1, 2016 to June 30, 2021

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).)

COMMUNITY NEED FOR CHARTER SCHOOL

2. SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

In 2011, a group of educators at El Camino Real High School led the school’s conversion to an independent charter school, inspired by a desire for more autonomy and flexibility in instructional practices, curriculum, governance, and finances. Since converting to a charter school in 2011, El Camino Real Charter High School (“ECRCHS,” “El Camino” or “Charter School”) has continued a long tradition of excellence in public education, as well as implemented changes that have enhanced the high school experience for its students and provided the community with a premier public high school option.

ECRCHS is proud of the accomplishments of its students. Here are some highlights of awards and recognition ECRCHS students and the school have achieved in recent years, followed by highlights of the school’s academic outcomes and operational changes since converting to charter.

- The ECRCHS U.S. Academic Decathlon team, comprised of nine students each year, holds a record 10 State Championship titles and seven National Championship titles, **the most of any school in the nation**. The team’s most recent national victory was in 2014. In 2015, ECRCHS placed first in the U.S. online competition, and an ECRCHS student achieved a record high individual score.
- The National Merit Scholarship Corporation recognized 12 students from the Class of 2015 as National Merit Scholars, including one National Merit Finalist, one National Merit Semifinalist, and 10 National Merit Commended Scholars. In addition, two students were recognized by The College Board’s National Hispanic Recognition Program.
- The ECRCHS school-funded robotics team brings together 20 students interested in engineering, technology, and computer science to design and construct robots each year. The team holds one VEX Robotics World Championship title and four VEX Robotics U.S. National Championship titles.

- ECRCHS students compete in various science-themed events, including the Science Bowl, Biology Olympiad, and Chemistry Olympiad. Each year, science teachers organize a group of ECRCHS students to attend science fairs at the Calabash Elementary School and participate as judges.
- ECRCHS's Careers in Entertainment Academy (CEA) provides approximately 150 students annually with opportunities designed to prepare them for careers in the entertainment industry, including elective courses in subjects such as film production and broadcast journalism. CEA students participate in prestigious film festivals such as the National Film Festival for Talented Youth (NFFTY) and the Los Angeles Student Film Festival (LASFF), which attracts over 700 schools. ECRCHS students have won many awards at these festivals including Best Drama and Best Comedy at the 2014 LASFF, and Best Drama, Best Horror, and Best in Show at the 2015 LASFF. Also in 2015, ECRCHS won the Audience Award at NFFTY. Additionally, two ECRCHS students and two recent ECRCHS graduates were invited in 2015 to showcase their short films at the prestigious Cannes Film Festival in France. The *Los Angeles Times* and ABC7 News covered this achievement.
- ECRCHS boasts a well-respected curriculum and extracurricular program in communication and the arts. In the 2014-2015 school year, El Camino students brought home a total of 17 awards from the Fall and Spring National High School Journalism Conventions, including "Best of Show" for the school's reality television show *El Camino Reality*. This show, which was started by CEA faculty in 2012, is produced weekly and provides over 30 students with experience in broadcast journalism, sports journalism, video production, audio production, news writing, and editing.
- The ECRCHS Speech and Debate Team attends many local tournaments and travels to major tournaments such as those held at UC Berkeley and Stanford University. Since conversion to charter, ECRCHS has sent three to six students each year to the state championship. For the past three years, ECRCHS students have advanced to the national competition and ranked as finalists in events such as Congressional Debate and Impromptu. This extracurricular activity propels students to develop critical skills in public speaking, research, writing, creativity, and professionalism. ECRCHS's Speech and Debate Team students have gone on to pursue careers in law, journalism, business, and acting.
- The ECRCHS mock trial team competes in a Los Angeles County tournament every November under the guidance of the Constitutional Rights Foundation. Students prepare for a trial of a simulated criminal case, and are expected to learn actual rules for evidentiary procedures as well as argue a constitutional issue in a pretrial motion. For the past two years, ECRCHS students have won numerous awards from Best Clerk in the County to Best Witness in the County, along with numerous honorable mentions. In the 2014-2015 school year, the team was invited to participate in a spring invitational tournament and brought home first place. Students have a rigorous practice schedule from late August until the November competition, with weekend scrimmages.
- The ECRCHS drama program participates in numerous festivals and competitions, including the Fall Festival and Shakespeare Festival organized by the Drama Teacher's Association of Southern California (DTASC). In 2014-2015, the ECRCHS drama team was awarded second place overall at the DTASC Fall Festival and third place at the DTASC Shakespeare Festival. The school's drama program is known for creating performances that speak to current events and issues of interest to the students. In 2012, ECRCHS became the only high school in the nation to be given rights to perform Academy Award Winner Dustin Lance Black's staged reading of "8", which focused on Proposition 8 in California. Mr. Black attended the performance and spoke with the audience. In 2016, the ECRCHS Drama program will present *Greensboro: A Requiem*, a documentary play by Emily Mann that focuses on the fateful events of November 3rd, 1979, when members of the Ku Klux Klan and the American Nazi Party, in collaboration with the Greensboro Police Department,

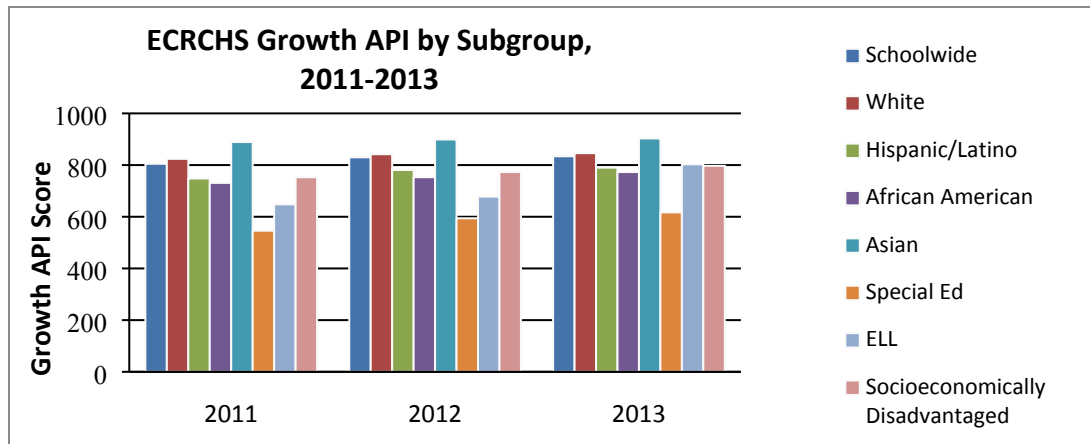
attacked a Communist Worker's Party rally in Greensboro, North Carolina, killing five protestors and injuring nine others. Thought provoking and socially conscious, *Greensboro: A Requiem* addresses the familiar questions of race that America continues to struggle with today, and the Drama program is excited to bring this powerful story to ECRCHS and the surrounding community.

- ECRCHS continues its long tradition of excellence in athletics. ECRCHS won five Los Angeles City CIF Championships in 2014-2015: boys' soccer, girls' soccer, baseball, wrestling, and boys' cross country. Since 2011, ECRCHS has won 13 Los Angeles City CIF Championships, and the Dance Guard team has won gold medals in two Winter Guard Association of Southern California Championships.
- ECRCHS considers sustainability an integral part of the curriculum. In 2014, ECRCHS installed two electric vehicle charging stations on campus, and is currently the only K-12 school in the nation to become a partner in the U.S. Department of Energy's Workplace Charging Challenge. ECRCHS also has planned other academic programs and events that focus on sustainability. In April 2014, ECRCHS held its first annual Earth Day Festival. Students were encouraged to submit artwork and poetry inspired by their surrounding environment and conservation efforts. The school has implemented a Sustainability Documentary Series that exposes students to films focused on current environmental, social, and economic issues and aims to spark discussion and encourage students to search for innovative solutions to the world's most pressing problems. In addition, the Director of Sustainability and STEAM is currently revising the school's procurement guidelines in an effort to promote sustainable purchasing practices, as well as exploring ideas to encourage students to use multi-modal transportation.
- As part of the school's focus on sustainability, ECRCHS encourages students and staff to advocate for social justice. During a whole faculty meeting before the start of the 2014-2015 school year, a panel of students presented to the teachers on social injustices they have experienced in their teenage years. In September 2015, all staff will attend a professional development session on LGBTQ sensitivity training, which will be taught by a group of teachers and students leaders.

Beyond these impressive achievements of individual students and groups of students, the post-conversion benefits of increased autonomy and flexibility have impacted curriculum development and hiring practices, leading to improved student academic outcomes as detailed more fully in the next section. Of particular note:

- The schoolwide API increased 29 points from 805 to 834 between 2011 and 2013, with all statistically significant subgroups realizing significant gains as well:
 - English Learners gained a remarkable 155 points in two years, to 803;
 - Hispanic/Latino students gained 52 points to 790;
 - African American students gained 42 points, to 773;
 - Socioeconomically Disadvantaged students gained 44 points to 797; and
 - Students with Disabilities gained 71 points to 586.

The following graph illustrates improvements in closing the achievement gap since ECRCHS's conversion to a charter school.



(Extensive additional analysis of student academic achievement is included in the next Section.)

- ECRCHS’s API statewide ranking rose from 8 to 9 between 2011 (pre-conversion) and 2013 (the most recent year rankings are available), and the similar schools ranking rose from 3 to 7 in the same time period.
- Since conversion to a charter school, ECRCHS’s graduation rate has steadily increased from 79.8% in 2011 to 94.1% in 2014 (the most recently reported data by the CDE) and 95.1% in 2015. (See Section 2, below, for additional information.)

These improved student outcomes were made possible by the following staffing changes and resulting program improvements since charter conversion:

- ECRCHS hired 23 additional teachers and eight additional general education and special education assistants, which has led to lower class sizes and thus increased the amount of individualized attention the most “at-risk” students receive. The school hired four additional counselors, which has allowed for the creation of dedicated college counselor positions and significantly lowered the student to guidance counselor ratio from 883:1 in the 2010-2011 school year, to 645:1 in the 2014-2015 school year. This has increased the amount of individualized academic guidance and personal guidance received by each student.
- ECRCHS absorbed Miguel Leonis continuation school in 2012, and created the ECRCHS Alternative Education Program and Independent Studies Program. The former principal of Miguel Leonis is now an assistant principal at ECRCHS; this administrator’s main duty is to oversee these two programs. The Alternative Education Program offers smaller class sizes and more individualized guidance, and assists students who have fallen behind with credit recovery. Students are recommended to this program by their guidance counselor, and may begin the program as early as the sophomore year. The Independent Study program assists 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. Students who graduate from both programs receive an ECRCHS diploma. The addition of these programs has allowed ECRCHS to provide enhanced academic support services to at-risk students and improve their chances of completing high school, as evidenced in the steadily increasing graduation rate and steadily decreasing dropout rate.
- The addition of new credentialed staff also led to the creation of more student support programs, such as The Village Nation, a nationally recognized project that aims to close the achievement gap between African American students and White students.

- The hiring of seven additional security staff has helped to reduce truancies and keep students in school for the entire school day. A new full-time attendance clerk makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student’s attendance record.

The following staffing changes resulted in improved school operations:

- The hiring of 13 additional classified staff members, including clerical office staff and technology office staff, has enabled ECRCHS to provide greater responsiveness in the front office and improved home/school communications. The addition of this staff has also led to improved non-academic support services; employees are now focused on key tasks such as the processing of applications for the free and reduced lunch program, which ensures students and families have access to necessary resources. The technology office has built an online student store that allows students and families to make school purchases online, and implemented software that enables the school to send reminders to families regarding upcoming deadlines and school events.
- Prior to charter conversion, a nurse was on campus just 1.5 days each week. ECRCHS now has a full-time nurse who attends to ill and injured students and provides nutritional counseling when necessary.
- The hiring of six additional building and grounds staff has provided students and staff with cleaner, well-maintained facilities.

All of these changes have supported increased interest from students and families from communities throughout the San Fernando Valley. While ECRCHS continues to serve all students who wish to attend who reside in the former attendance boundaries of the school, in the 2014-2015 school year, 53% of students entered the school through the lottery, and these students reside in 64 different zip codes. As of August 2015 ECRCHS had a waitlist of 644 students; this list has been steadily increasing over the last four years.

a. Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal: **ECRCHS meets and exceeds all four applicable criteria for renewal** under the California Education Code¹:

- 1. ECRCHS attained its Academic Performance Index (API) growth target in in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.**

While ECRCHS was only a charter school for two years’ worth of API data, the results are impressive:

Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	834	YES	NO – 5/7 ²
2012	830	YES	YES – 8/8

Source: api.cde.ca.gov.

¹ The fifth criterion only applies to alternative model (ASAM) schools.

²Filipino students, always a small percentage of the student enrollment (<5%), were no longer a statistically significant subgroup in 2012-13.

By achieving an API of above 800, ECRCHS met the schoolwide growth target set by the California Department of Education (CDE) in 2012 and 2013. In 2012 (the first year post-conversion), all subgroups met their growth targets. In 2013, Students with Disabilities gained 6 points, three points shy of the 9 point growth target, and Hispanic/Latino students lost 3 points (the growth target was 5 points), yet with an API of 790, ECRCHS Hispanic/Latino students are still dramatically outperforming their peers across the State: the statewide 2013 API for 9-11th grade Hispanic/Latino students was 709, 81 points lower than ECRCHS students in this subgroup. Given the limited data available under these statutory criteria, and the fact that ECRCHS met the school-wide growth target in both years and all subgroups in one of the two years (and barely missed attaining all subgroups in the second year), ECRCHS meets this criterion.

2. ECRCHS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

ECRCHS achieved a Statewide decile rank of “9” in both 2012 and 2013, making it one of the top-performing schools in the State.

3. ECRCHS ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

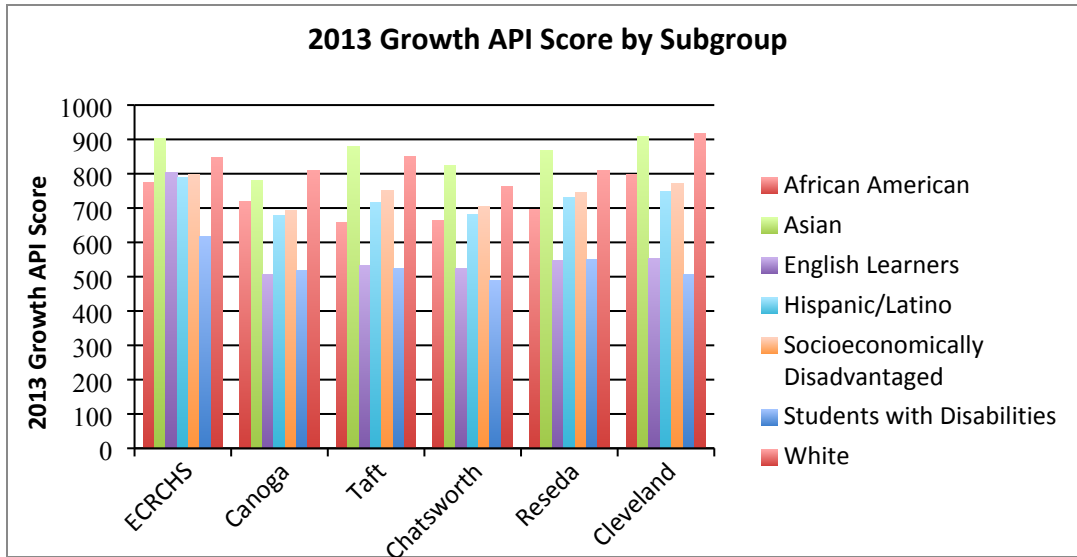
ECRCHS achieved a 2013 similar schools rank of “7,” and a 2012 similar schools rank of “4,” thus meeting this criterion.

AND

4. ECRCHS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

- ❖ ECRCHS’s 2013 Growth API score (834) exceeded that of comparison resident schools William Howard Taft Senior High School (786); Canoga Park Senior High School (693); Chatsworth Charter High School (717); Reseda Senior High (748); and Grover Cleveland Charter High School (789). As shown in the chart below, ECRCHS has made significant progress toward closing the achievement gap compared to other resident schools; the subgroup API scores of Hispanic/Latino students, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students at ECRCHS were higher than the scores of their peers at comparison resident schools. The subgroup score for African American students was second to Cleveland by ___ points; the subgroup score for Asian students ranked a close second after Cleveland.



Source: api.cde.ca.gov

- ❖ The percentage of students who score proficient or above proficient on the 2013 CSTs in English-Language Arts and Mathematics exceeded the District and State percentages, as well as the percentages reported at all comparison resident schools:
 - 74.7% of ECRCHS students scored proficient or above proficient on the 2014 CST in English-Language Arts, and 74.4% of students scored proficient or above proficient on the 2014 CST in Mathematics. These percentages exceed LAUSD’s 2013 rates of 48.8% for ELA and 54.3% for math for 2013, along with the 2013 statewide rates of 56.6% for ELA and 59.5% for math. These percentages also exceed the rates of surrounding resident schools, as indicated in the table below.

2013 CST ELA and Mathematics: Percent Proficient or Above Proficient

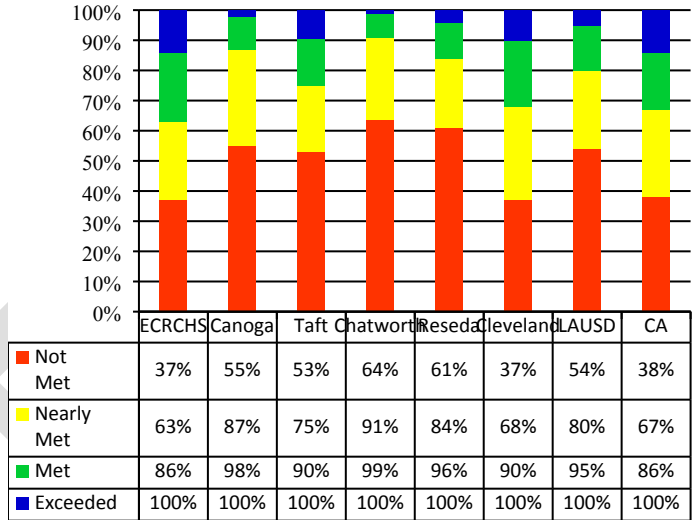
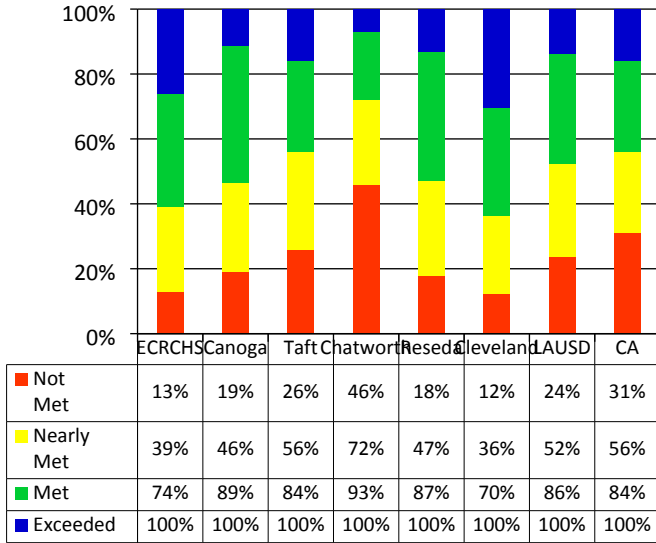
	ECRCHS	Canoga	Taft	Chatsworth	Reseda	Cleveland
ELA	74.7%	40.4%	65.9%	50.3%	54.2%	62.5%
Math	74.4%	54.3%	68.6%	55.6%	60.2%	73.1%

Source: cde.ca.gov (2013 APR)

- ❖ Similarly, while not yet intended to be used for any “official” purposes, the results from the first administration of the California Assessment of Student Progress and Performance (CAASPPs) similarly reveals that ECRCHS students are outperforming their peers at nearby comparable schools, as well as District and State averages. As illustrated in the following charts:
 - 61% of ECRCHS 11th graders Met or Exceeded Standards in ELA, a higher rate than four of the five nearby comparison schools (Cleveland achieved 63% Met/Exceeded in ELA), and dramatically outpacing the LAUSD 11th grade average of 48% and the statewide 11th grade average of 44% in ELA.
 - 34% of ECRCHS 11th graders Met or Exceeded Standards in Math, a high rate of proficiency than all five nearby comparison high schools as well as LAUSD’s 11th grade average in Math of 20% Met/Exceeded and the State 11th grade average of 33%.

2015 CAASPP Proficiency 11th Grade: ELA

2015 CAASPP Proficiency 11th Grade: Math



- ❖ EL reclassification rates and CELDT scores outperform District, State and surrounding schools:
 - In the 2014-2015 school year, ECRCHS had 105 English Learners (ELs) – 2.7% of the student population, along with another 1,173 students (30.3%) who previously were reclassified fluent-English proficient. In 2014-15, ECRCHS reclassified 22 students – or 19.1% of the ELs -- exceeding the District’s reclassification rate of 16.6% and the statewide rate of 11.1%. (cde.ca.gov/Dataquest (English Learners Number and Percent Redesignated to FEP in 2014-15.))
 - On the CELDT exams in the 2013-2014 school year (the most recent year for which data is officially reported on Dataquest), 68% of ELs scored Advanced or Early Advanced, and another 26% scored Intermediate or Early Intermediate.
- ❖ CAHSEE pass rates in both Math and ELA outperform pass rates of the District, State, and comparison resident schools:
 - ECRCHS’s 10th graders achieved an overall 94% pass rate on the CAHSEE math portion, and 95% pass rate on the CAHSEE ELA portion in 2013-2014, the latest published data available. These passage rates exceed LAUSD’s rates of 79% for math and 78% for ELA for the same year, along with the statewide passage rates of 85% for math and 83% for ELA. These rates also exceeded the passage rates of surrounding resident schools, as indicated in the table below.

2013-2014 CAHSEE Math and ELA Passage Rates

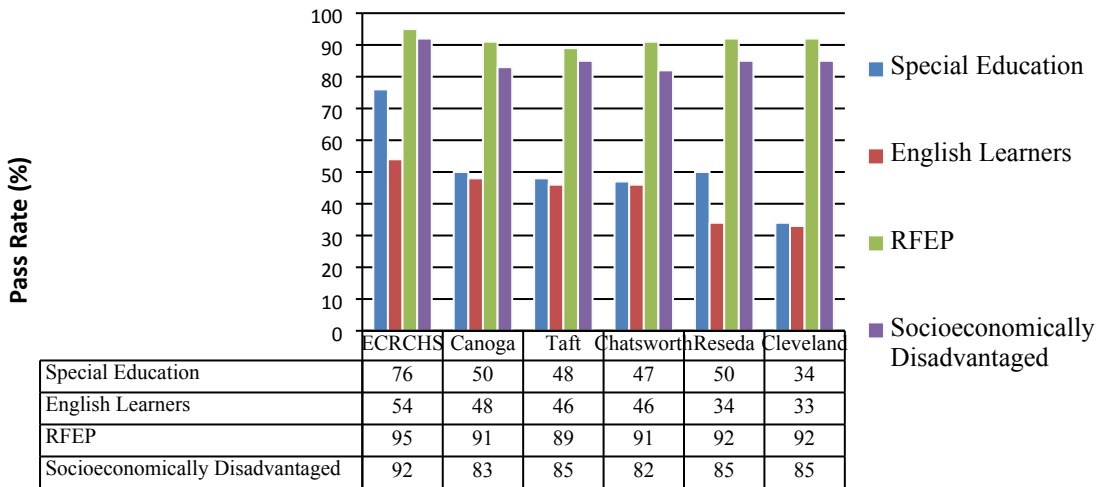
	ECRCHS	Canoga	Taft	Chatsworth	Reseda	Cleveland
Math	94%	83%	88%	83%	85%	88%
ELA	95%	76%	87%	82%	82%	87%

Source: cde.ca.gov (2014 CAHSEE Results)

- As illustrated in the chart below, ECRCHS’s CAHSEE subgroup passage rates in Math and ELA outperformed those of all comparison resident schools, in some cases by a dramatic margin.

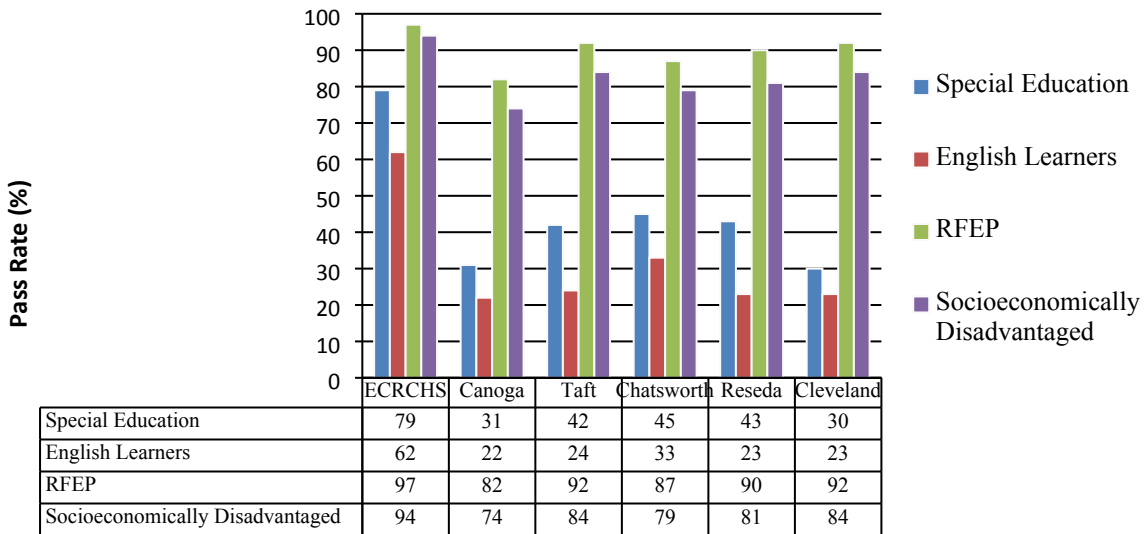
These subgroups include Students with Disabilities, English Learners, RFEP, and Socioeconomically Disadvantaged students.

ECRCHS 2013-14 CAHSEE Math Passage Rates



Source: cde.ca.gov (2014 CAHSEE Results)

ECRCHS 2013-14 CAHSEE ELA Passage Rates



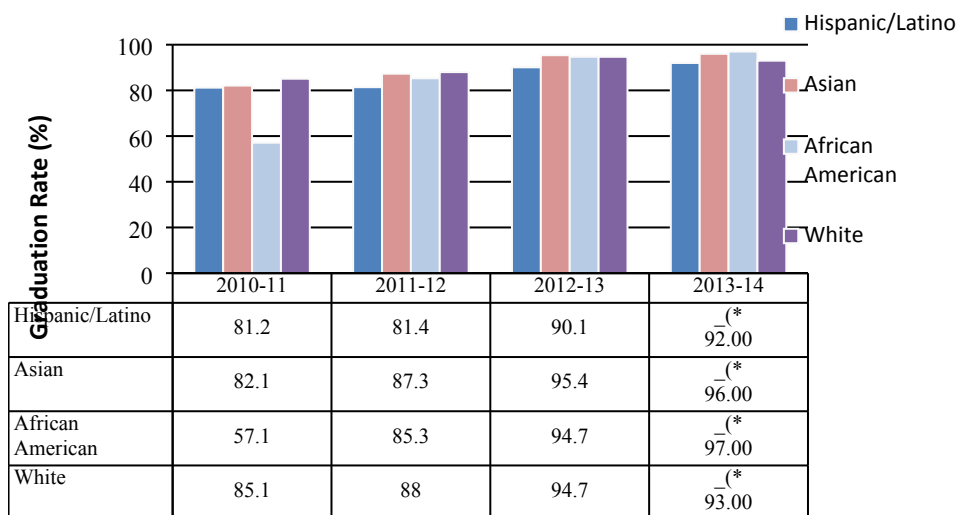
Source: cde.ca.gov (2014 CAHSEE Results)

- ❖ Graduation rates exceed District, State and surrounding schools’ rates with dramatic subgroup growth since charter conversion:
 - ECRCHS achieved a 96% overall graduation rate in the 2014-2015 school year, up from 94.1% in the previous school year (the latest year reported by the CDE) and 79.8% in 2010-2011, the school year prior to charter conversion.
 - Since charter conversion, the graduation rate has improved for all student subgroups, with the most impressive gains shown among African American students (+40.0%) and Hispanic/Latino students (+11.2%).

- Our 2013-2014 overall graduation rate of 94.1% is significantly higher than the 2013-2014 graduation rate reported for LAUSD (70%) and the State (80.8%).
- Our 2013-2014 overall graduation rate of 94.1% is higher than the 2013-2014 graduation rates of comparison resident schools, including Canoga (72.5%); Taft (89.5%); Chatsworth (88.3%); Reseda (90.1%); and Cleveland (84.1%).

The following graph illustrates improvements in graduation rates for specific student subgroups since ECRCHS's conversion to a charter school.

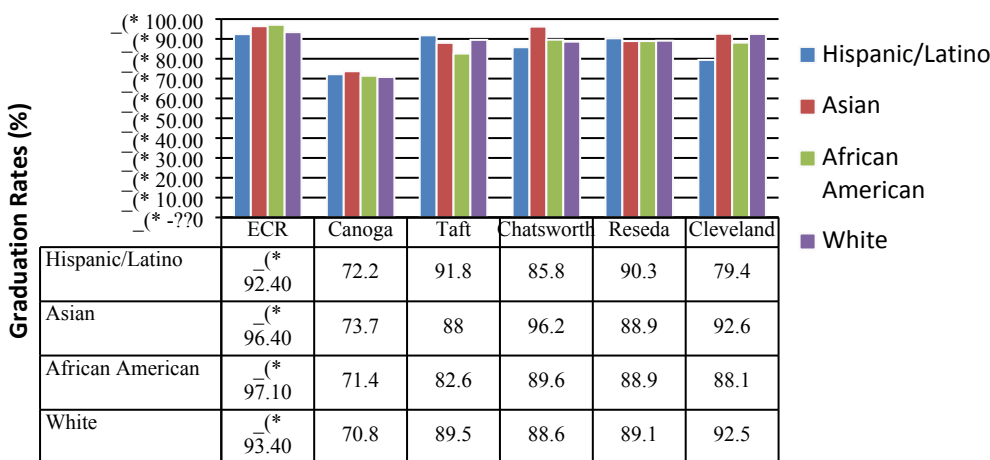
ECRCHS Graduation Rate by Subgroup, 2010-2011 through 2013-2014



Source: cde.ca.gov (Cohort Outcome Data for the Class of 2014)

The following graph shows how our 2013-2014 graduation rates for specific student subgroups compare to those of surrounding resident schools.

Class of 2014 Graduation Rate

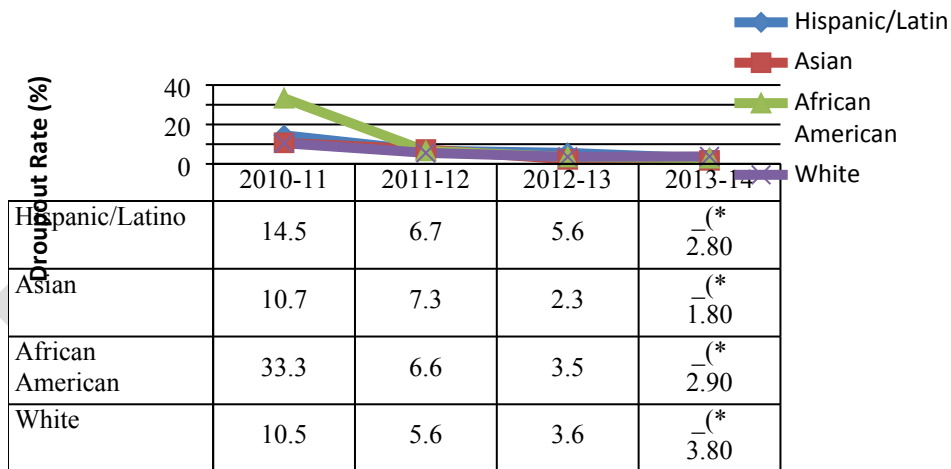


Source: cde.ca.gov (Cohort Outcome Data for the Class of 2014)

- ❖ Dropout rates have decreased significantly since charter conversion and are lower than rates of the District, State, and surrounding resident schools:
 - The 2013-2014 overall dropout rate was 3.0%, a significant improvement from the 2010-2011 overall dropout rate of 14.7%.
 - Since charter conversion, the dropout rate has improved for all student subgroups, with the most impressive declines shown among African American students (-30.4%) and Hispanic/Latino students (-11.6%).
 - The 2013-2014 dropout rate of 3.0% is significantly lower than the 2013-2014 dropout rate reported for LAUSD (17.0%) and the State (11.4%).
 - Our 2013-2014 overall dropout rate of 3.0% is lower than the 2013-2014 dropout rate of comparison resident schools, including Canoga (17.4%); Taft (7.9%); Chatsworth (7.4%); Reseda (5.3%); and Cleveland (8.8%).

The following graph illustrates improvements in dropout rates for specific student subgroups since ECRCHS’s conversion to a charter school.

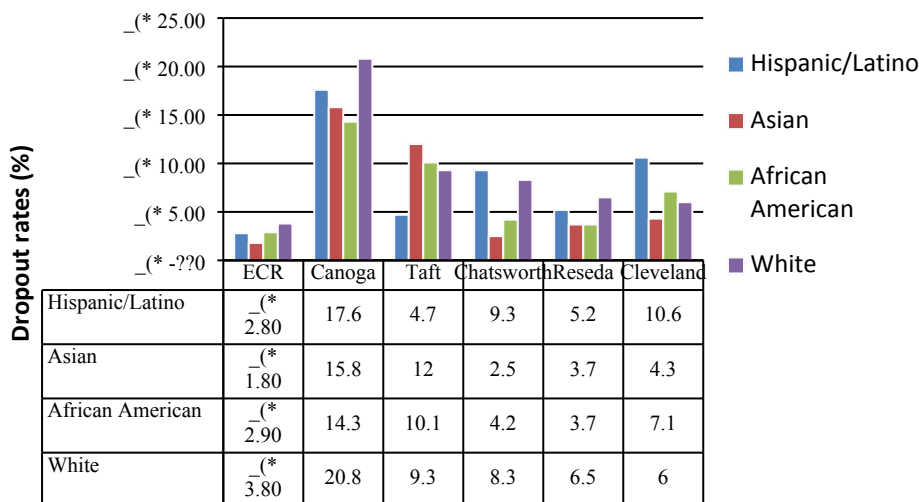
**ECRCHS Dropout Rates by Subgroup,
2010-2011 (pre-Conversion) through 2013-2014**



Source: cde.ca.gov (Cohort Outcome Data for the Class of 2014)

The following graph illustrates how our 2013-2014 dropout rates for specific student subgroups compare to those of surrounding resident schools.

Class of 2014 Dropout Rates by Subgroup



Source: *cde.ca.gov (Cohort Outcome Data for the Class of 2014)*

- ❖ AP course access and performance are both strong:
 - ECRCHS currently offers 26 AP courses in a wide array of subjects for students in grades 10-12, including AP Physics, AP Statistics, AP Computer Science, AP Spanish Literature and Culture, AP Macroeconomics, AP Music Theory, AP Psychology, and more.
 - In 2014-15, 818 students (21% of total enrollment) took 1,506 AP exams, achieving a score of “3” or higher on 71% of all AP exams taken. Students scored a “5” on 18% of AP exams. This represents an increase in participation from the previous year, when 767 students took 1,426 exams.
- ❖ College enrollment exceeds 90%:
 - Over 90% of the graduating class has gone on to attend college each year since ECRCHS’s conversion to a charter school. 92% of the Class of 2014 went on to attend college; 53% attended a two-year college, and 39% attended a four-year college. For the Class of 2015, we have data for 90% of students; of these students, 47.8% enrolled at a two-year college, and 35.7% enrolled at a four-year college.

Beyond these academic achievements, ECRCHS has excelled in many ways since converting to charter:

- ❖ LAUSD’s CSD oversight evaluation results to date in the areas of governance, finance, academics, and operations have been excellent:
 - In its most recent oversight visit report from CSD staff (January 2015), ECRCHS received the top possible rating (“4”) in 3 categories: Governance, Organizational Management and Fiscal Operations, with a rating of “3” (Proficient) in Student Achievement and Educational Performance.
- ❖ ECRCHS’s suspension and expulsion rates are significantly lower than District, State and surrounding schools rates:

- In 2013-14, the suspension rate was 0.8%, compared to LAUSD's 1.3% and the statewide rate of 4.4% (for all grades – notably, high school rates are typically much higher than elementary rates); the surrounding schools' suspension rates ranged from 0.5% to 3.2%.
 - Zero students were expelled in 2013-14; only one student has been expelled since ECRCHS converted to charter. While District and State expulsion percentages are effectively 0-.1%, we are proud of our efforts to minimize expulsion except in the most extreme circumstance.
- ❖ ECRCHS's Average Daily Attendance (ADA) of 95.6% in 2014-15 has contributed to the school's overall success. Ensuring prompt and consistent attendance is a major focus of school staff. Following conversion to a charter school in 2011, ECRCHS hired a full-time attendance clerk who makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student's attendance record.
 - ❖ ECRCHS has the maximum six-year WASC accreditation, issued in 2011 (prior to conversion). The WASC team conducted a follow-up visit in 2012 following the school's conversion to charter.
 - ❖ Student surveys indicate positive experiences at ECRCHS.
 - In February 2015, freshmen students participated in a freshmen student experience survey. Here are a few highlights from the survey:
 - 95% of students found courses somewhat challenging, challenging, or very challenging.
 - 82.6% of students felt they received the necessary academic support from counselors.
 - 81.6% of students felt that adults at the school take a firm stance against bullying.
 - 37.3% of students were members of at least one club, and 36.9% played a fall and/or winter sport.
 - In March 2015, junior students participated in a junior student experience survey. Here are a few highlights from the survey:
 - 96.5% of students found courses somewhat challenging, challenging, or very challenging.
 - 76.7% felt they received the necessary academic support from counselors.
 - 79.9% of students felt that adults at the school take a firm stance against bullying.
 - 61.7% of students were members of at least one club, and 24.3% played a fall and/or winter sport.

b. Success Of The Innovative Features Of The Educational Program

In addition to continuing and expanding ECRCHS' longstanding reputation for excellence in academic competitions and challenging enrichments for students, expanding professional development opportunities for teachers, and leveraging resources to better support our excellent teachers and staff, ECRCHS has engaged in a reenergized focus in the last few years in creating programs that serve the specific needs of certain subgroups and at-risk students. For example, in 2013, La Familia was created to support Latino students. La Familia aims to strengthen Latino communities through a focus on family, culture, education, and pride in one's ancestry, and unites Latino students through activities that promote teamwork as a means to achieve academic success. La Familia hosts assemblies with Latino guest speakers who share stories about the struggles they faced in their pursuit of higher education and career advancement, as well as their strategies for success. In addition, La Familia works closely with parent members of the school's English Learner Advisory Council (ELAC) to promote the dissemination of information families need to make informed decisions for their children. ECRCHS has implemented many suggestions from Latino parents, including extended library hours, an after school tutoring

program, and La Familia college field trips to the University of California at Santa Barbara and California State University, Channel Islands.

Similarly, the founder of The Village Nation joined the ECRCHS faculty in 2014, and started this nationally recognized program at the school. The Village Nation is a project aimed at closing the achievement gap between African-American students and White students. The mission of The Village Nation is “to boost the capacity of caring adult mentors and support them in creating culturally responsive learning environments that engage and inspire African American youth and encourage them to embrace their natural intelligence and leadership capabilities.” The Village Nation achieves this by hosting assemblies that teach African American students about the history of their ancestors and encourage students to empower each other to make better choices. The presence of The Village Nation has led to increased engagement of African American students in school activities. ECRCHS plans to monitor academic data in order to evaluate the impact of The Village Nation on graduation rates, dropout rates, AP participation rates and test scores, and college attendance rates and completion rates, among other factors.

c. Success Of The School’s Educational Program In Meeting The Specific Needs Of Its Student Population

ECRCHS serves a highly diverse student community. In 2014-2015, the racial breakdown of the student body was 46.9% White; 27.6% Hispanic/Latino; 15.6% Asian/Filipino/Pacific Islander; 7.6% African American; 1.6% Two or More Races, and 0.6% American Indian; 19.4 % of students in 2014-15 qualified for Free or Reduced-Price Lunch (FRPL); 10.3% were students who qualified for Special Education; and 2.7 % were English Learners with another 19.1% RFEP. As detailed extensively in Sections 1.a. and 1.b. above, ECRCHS has met students’ needs successfully across a variety of measures, notably including the fact that our subgroup performance has demonstrated tremendous success in closing the achievement gap.

ECRCHS provides all students with a premier, public high school experience that prepares them to meet the challenges of the 21st century. As detailed above, ECRCHS has achieved significant success in closing the achievement gap between subgroups, increasing reclassification of English Learners, increasing graduation rates – especially in subgroups that traditionally have had lower graduation rates – and increasing student engagement in school activities.

In addition, ECRCHS offers six specialized programs that cater to students with specific career interests, unique learning styles, or those who require additional support in preparation for college. These programs provide a more personalized environment within a large school setting:

- Humanitas Global Studies Academy: College preparatory program that connects English, history, science and the arts. Students take all of their core courses within this program.
- Careers in Entertainment Academy: This course track exposes students to different career paths in the entertainment industry, such as film production and broadcast journalism.
- Visual Performing Arts Program: This course track encourages artistic expression through theatre, choral, musical instruments, dance and visual arts.
- Advancement Via Individual Determination, or AVID: This program is dedicated to closing the achievement gap by providing academic and motivational support to students who are traditionally underrepresented students in higher education. AVID utilizes research-based strategies and curriculum to prepare these students for success in high school, college, and career. Students take all of their core courses within this program.

- **Alternative Education Program:** This program utilizes individual learning plans to assist students who experience difficulty learning in a traditional classroom environment. This program offers smaller class sizes and more individualized guidance, and assists students who have fallen behind with credit recovery. Students are recommended to this program by their guidance counselor, and may begin the program as early as the sophomore year. Students who graduate from this program receive an ECRCHS diploma.
- **Independent Study Program:** This program assists 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 are offered online as well as on campus from 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. Students who graduate from this program receive an ECRCHS diploma.

Enrollment in these programs is optional. Counselors discuss these programs with eighth-grade students during middle school visits, and students may express interest in these programs during the initial planning meeting with their counselor. Counselors may also identify students who would benefit from enrollment in certain academies, and recommend this pathway to students and parents.

d. Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

ECRCHS is constantly evaluating its successes and failures in an effort to improve student outcomes.

Challenge #1: Academic Outcomes of Hispanic/Latino students

The Class of 2014 graduation rate for Hispanic/Latino students was 92.4%, lower than other student subgroups. In an effort to improve results for this student subgroup, the administration team has implemented suggestions from Latino parents, including extended library hours, which provides students with access to a safe, comfortable study space that is conducive to learning.

During meetings with administrators, parents of Latino students also have requested that the school hire a Spanish-speaking guidance counselor who could be available to communicate with Spanish-speaking parents and respond to their questions about academic programs and graduation and college requirements. In July 2015, ECRCHS hired a full-time Spanish-speaking counselor who is now assigned to English Learner students and students who are members of the AVID and Humanitas programs (see below). This was communicated to Spanish-speaking parents at the first English Language Advisory Council (ELAC) meeting of the 2015 - 2016 school year. ECRCHS took this step in an effort to improve communication and engagement with parents of Latino students, and it is our belief that this effort will lead to improved academic outcomes for these students.

Finally, as noted above, in 2014, ECRCHS started La Familia, a group for Latino students, with the goal of increasing scholastic engagement and academic performance among Latino students through a focus on community and ethnic pride. Discussions with students who participate in La Familia have revealed the positive impact of this peer group on students' self-confidence and motivation to succeed in high school and college. ECRCHS plans to continue this program.

Challenge #2: Academic Outcomes for Low-Income Students

ECRCHS’s 2014 AP test results show that the average score for low-income students was 3.01, compared to an average score of 3.38 for students who did not receive a fee reduction. ECRCHS is working to close this gap. CAHSEE pass rates and graduation rates for socioeconomically disadvantaged students and non-socioeconomically disadvantaged students are very similar, but there is room for improvement in addressing the needs of socioeconomically disadvantaged students who challenge themselves with advanced courses.

In addition to extending library hours, ECRCHS plans to provide eligible students with a Surface Pro tablet to use throughout the school year to ensure these students have access to the technology needed to complete school assignments at home. Students who qualify for the free and reduced lunch program will be given priority access to these tablets, beginning with the freshmen class.

ECRCHS is also in active discussion to create additional summer bridge programs that prepare low-achieving students for AP courses. These programs will hone students’ fundamental skills to better prepare them to succeed academically in higher-level courses.

Challenge #3: Space Limitations and Class Size

While the average class size has dropped since conversion to charter, despite increased enrollment over the last three years (from 3,411 in 2011-12 to 3,868 in 2014-15), we would like to take measures to lower class sizes further. The limited space of the school facility has presented a barrier to the construction of new classrooms, so ECRCHS has begun preliminary discussion with LAUSD’s Facilities Services Division to explore plans for the removal of bungalows and the installation of two-story environmentally friendly learning spaces, which would increase the net amount of classroom space. The administration team has visited and spoken with three developers of pre-fabricated classrooms and is currently working with a development company to estimate the budget and timeline for this project.

Challenge #4: Communication with Parents

Another area in which ECRCHS would like to improve is communication with parents. In June 2015, 110 parents participated in a parent experience survey, and just 52.3% agreed or strongly agreed that the school provides parents with complete information about student activities and events. ECRCHS will undergo efforts to improve the dissemination of information to parents. ECRCHS plans to make better and more frequent attempts to collect parent contact information, send more frequent emails and newsletters, and update its website design to improve ease of navigation.

3. SURROUNDING SCHOOLS

As noted above, ECRCHS is located in Woodland Hills. The nearest traditional public high school is Canoga Park Senior High, located 3.6 miles away; Reseda Senior High is the next closest traditional high school, located 8.7 miles away. Three other traditional LAUSD high schools in the area near ECRCHS converted to charter status: Cleveland, Taft, and Chatsworth (these schools, like ECRCHS, continue to enroll all students who wish to attend who reside in their former attendance boundaries; students from outside these boundaries apply for enrollment and, if necessary, are offered spots through a lottery). In addition, Ivy Academia is a start-up, K-12 independent charter school in the area; its high school campus is 3.6 miles from ECRCHS.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 5440 Valley Circle Blvd, Woodland Hills, CA 91367														
LAUSD Schools	# of Students 2012-2013	% Students FRPL	% of SpED	% of ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met School-wide Growth Target?	Met Sub-group Growth Targets?	2011-2013 API 3 Year Ave. Non-weighted	2013 API State Rank	2013 API Sim. Schools Rank	2013-2014 SPF
Canoga Park Sr. HS (3.9 miles)	1379	73%	15%	23%	Latino 84%	White 5%	AA 5%	694	No	No	694	3	8	Svc. & Support
Reseda Sr. HS (8.7 miles)	1182	64%	15%	16%	Latino 74%	White 12%	AA 6%	748	No	No	750	5	9	Svc. & Support
Charter Schools														
Cleveland Charter HS (9.5 miles)	2566	67%	11%	15%	Latino 63%	White 15%	Asian 13%	808	Yes	No	778	8	10	Achieving
Chatsworth Charter HS	1614	56%	14%	10%	Latino 55%	White 21%	Asian 10%	717	No	No	722	3	3	Watch
ECRCHS*	3754	26%	10%	3%	White 46%	Latino 28%	Asian 12%	834	Yes	No	823	9	7	Excelling
Ivy Academia (K-12) (3.6 miles)	1124	25%	1%	12%	White 30%	Latino 28%	AA 8%	822	Yes	No	844	6	5	Achieving
Taft Charter HS (5.2 miles)	2448	60%	11%	8%	White 42%	Latino 34%	AA 11%	786	No	No	774	7	6	Svc. & Support

Source: cde.ca.gov/Dataquest (2013 API Reports).

STUDENT POPULATION TO BE SERVED

4. TARGET POPULATION

Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents the local communities of the school's former attendance boundaries - Woodland Hills, West Hills and Canoga Park - as well as other surrounding areas that are home to students who enter the school through open enrollment. Approximately 47% of ECRCHS students reside within the school's former attendance boundary. The students who reside outside the former attendance boundary represent 64 zip codes, with the greatest concentration coming from Canoga Park and Reseda. The school's tradition of excellence has contributed to a wait list of approximately 700 students from outside the attendance boundary. ECRCHS strives to foster a community atmosphere within the Charter School that both maintains a familiar environment for local families as well as creates a welcoming environment for families who reside outside the local community.

One of our strengths is the school's diversity, and it is our intention to maintain that diversity. In 2014-15, ECRCHS enrollment was 3,868 students in grades 9-12, and the racial breakdown of our student body was 46.9% White; 27.6% Hispanic/Latino; 15.6% Asian/Filipino/Pacific Islander; 7.6% African American; 1.6% Two or More Races, and 0.6% American Indian.

5. ENROLLMENT PLAN

ECRCHS is currently authorized to serve 3,800 students in grades 9-12 in a site-based program, and plans to add 100 students to the Independent Study program (a 2.6% increase in enrollment). The following

projects enrollment with the assumption the increase to the Independent Study program will be approved:

Enrollment Plan

General Education Program	2016-17	2017-18	2018-19	2019-20	2020-21
9 th grade	910	910	910	910	910
10 th grade	970	970	970	970	970
11 th grade	925	925	925	925	925
12 th grade	895	895	895	895	895
Total	3,700	3,700	3,700	3,700	3,700
Alternative Education and Independent Study	2016-17	2017-18	2018-19	2019-20	2020-21
9 th grade					
10 th grade	10	20	20	20	20
11 th grade	25	45	45	45	45
12 th grade	115	135	135	135	135
Total	150	200	200	200	200
Grand Total	3,850	3,900	3,900	3,900	3,900

GOALS AND PHILOSOPHY

6. MISSION AND VISION

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.

ECRCHS's vision is embodied in the school's 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 Themselves, Others, and the Environment
- Effective, Appropriate, and Ethical Use of Technology to Support the ESLRs

7. AN "EDUCATED PERSON" IN THE 21ST CENTURY

As the economy continues to transition from manufacturing to service, students graduating high school need to be educated for an uncertain future. A recent article (Thompson, 2015) looks at the shifting

landscape in the labor force toward increased automation, indicating, “some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data...they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers...And they wonder: *Is any job truly safe?*”

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) noted “education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today’s students” were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20th century.”

At ECRCHS, we define “21st century skills,” as an array of skills including but not limited to the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

The Charter School has moved toward emphasizing “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21st century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the Common Core State Standards (“CCSS”), including a higher level of collaboration and critical thinking. Positioning students to take advantage of new – and currently indefinable – opportunities lies at the heart of ECRCHS’ mission.

At ECRCHS, sustainability permeates 21st century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes flatter, hotter, more crowded, and more interconnected, an educated person in the 21st century needs to have a multicultural perspective in order to work with others. (Friedman, 2008.) ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability.

8. HOW LEARNING BEST OCCURS

In 2001, Darling-Hammond Austin, Orcutt, and Rosso noted:

Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners' zone of proximal development or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught.... There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals" (p. 9).

Since Darling-Hammond et al, schools across California and the nation have further developed these learning theories and strategies – including, but not limited to constructivism, collaborative learning, scaffolding and the Zone of Proximal Development, culturally-responsive pedagogy, evolving content standards (e.g., the CCSS and NextGen Science Standards) and differentiated learning – to best meet the needs of diverse learners as they prepare for 21st century careers. Additionally technological developments have altered how and what schools teach.

What researchers have determined about how people learn informs much of ECRCHS' educational philosophy. Various departments have adopted a range of approaches to best teach students. As an institution, ECRCHS understands that 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.

Bransford et al (2000) define student-centered classrooms as “environments that pay careful attention to knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called ‘culturally responsive,’ ‘culturally appropriate,’ ‘culturally compatible,’ and ‘culturally relevant’” (p.133-4). Culturally responsive classrooms that address student preconceptions put learners at the forefront, causing a move away from transmissionist, teacher directed environments. The implications for teachers are that they must be “aware that learners construct their own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom” (Bransford et al, 2000, p.136). Several researchers (Nocon & Cole, 2009; Banks et al, 2007; Solano-Flores, 2008; LCHC, 2010; Spencer, 2008) share this sentiment, discussing the socio-cultural milieu in which education – formal and informal – takes place. In the English department at ECRCHS, teachers have selected texts that reflect a range of cultural backgrounds. Through exposure to a works with varied cultural influences, students have a greater likelihood of connecting with the text and constructing knowledge.

Due to the external influences, each learner enters the classroom with a different set of preconceptions. Just as no two learners come to learn with the same set of experiences (Rushton et al, 2003), not all students construct knowledge in the same fashion. As Taylor (2006) points out, “many well-meaning instructors introduce new material to adult learners in ways that echo a professional literature review. They start with the Big Picture, situating the material in the broader field in which they are expert, and then narrow to particulars. They point out connections to previous course content as well as look forward to what will follow. Rather than focus on what the learner understands, they focus on what they themselves understand, presuming that is where the learner is also headed” (p. 73). Unearthing teachers’ preconceptions, and helping them make their thinking visible, plays an integral role in the learning process. Teachers must build a framework and scaffold information and knowledge with students, not for themselves, focusing on what the learner understands and where they are in the process of making meaning. Bransford et al (2000) posit, “Learner-centered teachers also respect the language practices of their students because they provide a basis for further learning” (p.135). Nocon and Cole (2009) take a similar approach, arguing for teachers to treat this diversity of language skills as an asset, not a deficit. Teachers at ECRCHS continually work on their craft, moving toward learner-centered classrooms. Small learning groups, department meetings and the Instructional Committee all strive to support best practices in teaching and learning.

Lemke (1990) proposes that students need to ask questions as a way of engaging in the process of meaning making. Lemke’s (1990) concept of cross-discussion is essential to both student engagement and the social construction of knowledge. “Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students” (p.55). This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke (1990) goes on to say, “Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher’s language is unfamiliar. They support and facilitate each other’s learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social” (p.78). ECRCHS’s foray into Socratic Seminar and Shared Inquiry reflect this progression toward student-driven dialogue. Teachers set up lessons and classrooms to encourage this movement. Additionally, the Charter School has invested in classroom furniture that creates an inviting environment and supports group discussion and whole class, student-centered discourse, the hallmark of Socratic Seminar. With the help of ECRCHS’s Literacy Coordinator, all departments work to integrate these approaches to learner-oriented education.

Another educational approach at ECRCHS includes organizing units around unifying topics, which requires students to engage various regions of their brains. “Meaningful and relevant integrated thematic units create opportunities to discuss, write, and talk” (Rushton et al, 2003, p.14). Furthermore, “many experiential learning activities that include reflection on learning as a process . . . are likely to invoke adaptive pathways of the brain” (Taylor, 2006, p.78). When setting up the learning environment, teachers must consider open-ended questions that promote student discussion and social construction of knowledge. These scenarios “have many possible solutions, and are far more likely to occur in the real world”(Taylor, 2006, p.78). By including real-world examples and connections, students can scaffold their new knowledge on the framework they have constructed. The examples and content become meaningful and contextualized. According to Taylor (2006), “the brain’s approach to processing new data is to search for some experiential connection. If . . . learners are not given the opportunity to create such an experience or encouraged to find existing connections that they can build on, they may revert to treating the material as something to be memorized, rather than understood” (p.74). Connecting content to the real world helps “foster brain-based, developmentally appropriate learning environment”

(Rushton et al, 2003, p.21), which can be achieved via experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problems” (p.21). Brain-based evidence strengthens the link between holistic, integrated approaches and curricular development. The context in which lessons are presented plays a significant role in a learner’s conceptual development (Taylor, 2006). In ECRCHS’s Humanitas Academy, teachers employ central themes in order to create a common language for students and develop a conceptual framework through which they can scaffold information. Data collected by the program (CST scores, CAHSEE scores, attendance, and graduation rates, A-G fulfillment) indicate improved performance as compared to the general student body at ECRCHS.

Real world examples provide context, which plays an integral role in education. Learning content *a priori*, without any connection, understanding, or reference to a framework nullifies the impact of having assimilated the knowledge. It is imperative that teachers facilitate this scaffolding by placing content in context and then helping students make sense of the information through deliberate reflection and metacognition. Lemke (1990) claims that “Successful students [learn] though the *use* (author’s emphasis) of terms and principles in context” (p. 24). Lemke (1990) states that teachers must prepare a context for learning before engaging in the curriculum. “Learning is influenced in fundamental ways by the context in which it takes place. A community-centered approach requires the development of norms for the classroom and school, as well as connections to the outside world, that support core learning values” (Bransford et al, 2000, p. 25). In this situation, Bransford et al (2000) show the importance of context and application to real world scenarios. To this end, ECRCHS has engaged in experiential education linked to the curriculum. Working with community partners, organizations, museums, and individuals, teachers at ECRCHS provide their students with exposure to guest speakers, as well as field trip opportunities that supplement traditional curricular experiences. Students in the Alternative Education Program, Life Skills courses, Art classes, Science classes, and Special Education program, among others, interact with guest speakers who present on topics related to career and real-world connections to what is learned in the classroom.

Rushton et al (2003) discuss the need to “focus on the invisible processes and verbalize how and what we are thinking as we teach . . . making explicit the process” (2003, p.15). In doing so, they go beyond providing context and into the realm of metacognition. Bransford et al (2000) tie together the concepts of contextualization and metacognition. “Knowledge-centered environments intersect with learner-centered environments when instruction begins with a concern for students’ initial preconceptions about the subject matter....and include an emphasis on sense-making – on helping students become metacognitive by expecting new information to make sense and asking for clarification when it doesn’t” (p.136-7). In this view, teachers have two complimentary goals. Addressing preconceptions allows them to determine the context of misconceptions, while engaging in metacognitive reflection. ECRCHS has brought in experts to promote metacognitive approaches, including Professor Sandra Kaplan and trainers from the Search Institute. Moving forward, helping students employ metacognition presents a significant opportunity for the Charter School.

Knowledge is socially constructed across a range of ages and disciplines. Regardless of “the age... or the content...the same constructivist, brain-research principles, and Conditions of Learning, when applied, help foster a creative learning environment for students to develop their knowledge and grow as independent problem-solvers” (Rushton et al, 2003, p.12). Students young and old work to build meaning through collaborative efforts. Lastly, Bransford et al (2000) suggest that attention be given to “what is taught (information, subject matter) [and] why it is taught (understanding)” (p.24). Twenty-first century learning environments must be learner-centered so as to reflect the current research in the field

of education and include experiential learning, real-world problems, thematic units of study, contextualized knowledge, and metacognition.

Both Banks et al (2007) and Bransford et al (2000) discuss in depth the impact of students' time outside the classroom on the knowledge base they bring to the school setting. As laid out in Bransford et al's first key finding, students enter school with "preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information" (2000, p. 14-5). Helping students arrive at a place where they have deep content knowledge remains a primary challenge. However, Bransford et al (2000) suggest that students must "understand facts and ideas in the context of a conceptual framework" (p.16). Teachers employ explanatory models (i.e. conceptual frameworks) to assist students with their understanding of content. For instance, the social justice framework has become increasingly prevalent at ECRCHS, as has sustainability. These complimentary approaches to understanding systems and issues have come to permeate a range of courses and provide a lens through which students can comprehend the material being taught.

The next frontier in learning theory deals with a deeper understanding of the way in which the brain changes as learning takes place. According to Rushton et al (2003) and Taylor (2006) brain based research dovetails well with constructivist approaches to teaching. Taylor (2006) points out that "Rather than focus on what the learner understands, [well meaning instructors] focus on what they themselves understand, presuming that is where the learner is also headed" (p. 73). Rushton et al (2003) assert that "Interactive classrooms reflect a shift in teaching paradigms from [a] teacher-directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research-based approach to learning" (p. 13). In support of the latter, Rushton et al (2003) cite research, which found that "an enriched learning environment" increases neuronal growth. If further research supports this connection between social-construction of knowledge, then the implications for education are vast. Wolf's (2007) search for hints of the brain's reorganization in light of written language development may help provide a richer understanding of how extant connections in neurons arose in modern *Homo sapiens'* brain. By engaging all aspects of language, Project Based Learning ("PBL") accesses a variety of learning styles, visual and auditory cues, and stimuli, all of which support increased neural growth. A number of teachers have started implementing PBL in their courses as they work to find ways of connecting content and learners in a student-centered approach.

9. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

ECRCHS aims to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. In order to achieve this, ECRCHS recognizes that secondary students in particular require autonomy, mastery, and a sense of purpose. (Pink, 2010.) ECRCHS's emphasis on an engaging, interdisciplinary, real-world curriculum and active learning allows students to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Students approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others.

ECRHS' instructional program teaches students to learn how to learn as they actively participate in their own learning, appreciating its relevance not only in their daily lives but also the world around them. Students demonstrate a desire to continuously improve their skills, knowledge, and selves with their teammates and colleagues, thereby developing a lifelong ability to continue to learn and innate commitment to acting responsibly toward others.

Teachers at ECRCHS deliver rigorous instruction and high expectations through a “backwards design” model. The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that content remains focused and organized (Wiggins and McTighe, 2006). As teachers review student achievement data, they provide ample support to help students become competent learners. This use of formative assessment data plays a vital role in providing feedback to students and helping further their learning. “New technologies provide opportunities to increase feedback by allowing students, teachers, and content experts to interact both synchronously and asynchronously” (Bransford et al, 2000, p. 141). Tools like TurnItIn.com allow teachers at ECRCHS to provide feedback to students that can help them to improve their writing and research skills. Feedback enables students to become self-motivated learners, responsible for their own actions and their own learning. The shorter the loop, the more quickly students can rectify mistakes and demonstrate mastery.

Equipped with a better understanding of how people learn and current learning theory, educators at ECRCHS are able to create effective lessons, units and projects. Ongoing professional development on topics including constructivism, formative assessment, and text analysis provide teachers with tools to enable students to become lifelong learners and effective self-advocates with a high degree of agency. Skills like metacognition are increasingly important. Merely educating students in content knowledge without the skills of how to apply facts to novel situations will invariably set them up for failure. Learning how to deal with failure, and the lessons it instills, are invaluable experiences (Barber, 2013; DeWitt, 2012). Resilience, alternatively referred to as “grit” in a number of outlets, may be the greatest 21st century skill.

10. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

Student academic and personal progress is the highest priority at ECRCHS.

ECRCHS Charter High School will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, ECRCHS’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions ECRCHS anticipates at this point in time.

<p>TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES</p>
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ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Documentation (as per CCTC) maintained and current for each teacher</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students are taught by highly qualified teachers.	<p>Recruit, hire, supervise, evaluate and retain qualified teaching staff.</p> <p>Ensure verification of proper credentials and DoJ clearance prior to start of employment.</p> <p>Actively recruit qualified teachers reflecting student ethnic demographics</p>	100% of teachers properly certified and assigned.	100%	100%	100%	100%	100%
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: <u>Annual SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students use CCSS and NGSS aligned materials in all relevant courses and teachers implement a standards based education program.	<p>ECRCHS will embrace State content standards with innovative instructional methods and appropriate teacher-created assessments common to each department and aligned to standards to correctly gauge student achievement.</p> <p>The ECRCHS standards-based system addresses systemic inequities and meets the needs of all students, especially those students who are under-performing.</p> <p>Standards-based curriculum purchases will include primary and secondary texts for all core subjects, and in later years, World Languages and other courses as needed. Materials will be selected by textbook selection committees within each department who will give recommendations to the Curriculum and Instruction Committee. To ensure differentiation is provided according to student ability level, pace of the course, etc., instructors may select multiple texts to teach the same curriculum.</p>	100% of students have access to standard s-aligned materials and technology.	100%	100%	100%	100%	100%

	Director of STEAM acts in an advisory capacity to incorporate STEAM throughout the curriculum.						
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student learning is supported by school facilities that are in clean and good repair.	<p>Purchase new furniture for 10 classrooms including tables for students and lightweight chairs that can be rearranged in multiple configurations to support Common Core aligned teaching methods, including collaboration and sit-to-stand desks for teachers to have flexibility in their teaching styles.</p> <p>(Year 1 only) The college office is in the process of modernization through the purchase of new furniture, computers for students, projectors, and new paint, etc.</p> <p>Facilities will be maintained and cleaned through a contract through ECRCHS custodial staff.</p> <p>Facilities security will be provided by ECRCHS security staff.</p>	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing %	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance/good standing
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: <u>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>Ensure implementation of academic content and performance standards for all core subjects as they are adopted.</p>	<p>See above; plus: Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. Professional Development (EL, STEAM, Best Practices, Common Core, Technology), Conferences (AP by the Sea, AVID, Common Core, National Charter Conference), Workshops (Discipline, Community Relations, First Aid, Chemical Safety, Human Resources) to address culturally relevant teaching practices and strategies that may be used to target students' multiple intelligences.</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>	<p>100% math and ELA Common Core Implementation</p>
<p>PARENT INVOLVEMENT STATE PRIORITY #3</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: <u>Documentation of parent meeting attendance and agendas; results of surveys</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>Student academic achievement is supported by parents.</p>	<p>Provide access and training to parents in the use of the Aeries website and Naviance program. Maintain School Website as a communication tool for the community. Utilize Connect Telephone (telephone blast to parents) to communicate updates regarding activities, and individual messages to parents regarding attendance and grades. Messages are translated into Spanish. Conduct Back to School Night, and orientation events. Conduct ELAC committee meetings bi-monthly.</p>	<p>At least 85% of parents will attend at least one school event each year. Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year. Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year. Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year. Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year. Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year. Parent satisfaction rates, based on annual surveys, will be > 85%.</p>
<p>STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT</p>							
<p>ANNUAL GOALS (Identify</p>	<p>SPECIFIC</p>	<p>MEASURABLE OUTCOMES Method for Measuring: <u>CAASPP measures tbd</u></p>					

schoolwide and subgroup goals as applicable)		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<p>All students will develop and show growth towards grade level proficiency, or higher, in all subjects.</p>	<p>See above; plus:</p> <p>Continue to provide: standards based instruction as well as interventions as detailed in the charter petition.</p> <p>Conduct Summer Bridge program during which students are assessed for their high school readiness, math, reading and writing abilities. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization.</p> <p>Implement Guardian Scholars Program for Foster Youth (Pierce College)</p> <p>Provide life skills training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers. These programs will address suspension rates for targeted group.</p> <p>Continue staff liaison with Group Homes.</p> <p>Alternative school also provides summer school independent study classes for students at risk. Provide CAHSEE workshops for students who have not passed one or both sections of the exam (This is in addition to the required math class for students who have not passed the math portion of the CAHSEE)</p> <p>Provide a 0.5 FTE school literacy coordinator to assist teachers with writing across the curriculum. Provide 8 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in addition to regular teacher collaboration</p>	<p>Establish benchmark</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>

	<p>time to improve and support student achievement and college-readiness including:</p> <ul style="list-style-type: none"> • CCSS • Best Practices • STEAM • Compliance • Building Student Assets • Financial Reporting <p>Acquire new student information system. Q SIS, and continue with DataDirector that supports data-driven instruction and differentiated instructional strategies.</p>						
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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: <u>API</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.	See actions above.	Establish benchmarks	Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new CAASPP measures	Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new CAASPP measures.	Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new CAASPP measures	Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new CAASPP measures	Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new CAASPP measures

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: <u>SARC; student transcripts and college admission records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>Increase percentage of students successfully passing A-G requirements and accepted to a college or university and increase the number of students, in each subgroup, passing the Early Assessment Progress (EAP)</p>	<p>Professional Development Conferences Teacher Training Purchase of textbooks Purchase of supplies and materials</p>	<p>75.5% of students will meet A-G requirements (+2% over 2013-2014); The number of grads admitted to UC/CSU schools (or similar) will exceed the rate of comparison schools by 5%.</p>	<p>79.5% of students will meet A-G requirements (+4% over year 1); The number of grads admitted to UC/CSU schools (or similar) will exceed the rate of comparison schools by 5%.</p>	<p>85.5% of students will meet A-G requirements. (+6% over year 2); The number of grads admitted to UC/CSU schools (or similar) will exceed the rate of comparison schools by 5%.</p>	<p>90% of students will meet A-G requirements. (+5% over previous year); The number of grads admitted to UC/CSU schools (or similar) will exceed the rate of comparison schools by 5%.</p>	<p>89.5% of students will meet A-G requirements. (+5% over previous year); The number of grads admitted to UC/CSU schools (or similar) will exceed the rate of comparison schools by 5%.</p>	<p>100% of students will meet A-G requirements. (+5% over previous 2); The number of grads admitted to UC/CSU schools (or similar) will exceed the rate of comparison schools by 5%.</p>
<p>ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: <u>CELDT or other available external assessments; ELD Folders</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>EL students will advance at least one grade level on the CELDT/ELPAC each year.</p>	<p>See above; plus: Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs. Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>

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: <u>CELDT or other available external assessments; ELD Folders</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).	See the above Specific Annual Actions (English Learner Adequate Progress Rate).	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.
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: <u>AP exam scores; transcripts</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher.	Teacher committee will release time for training and implementation. AP conference fees.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.
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: <u>EAP exam scores; SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students will successfully develop meaningful secondary college/career plans and complete all courses needed for the college of their choice and/or courses that prepare students for a career. Identified student subgroups will increase graduation by the rate of 2-5%.	<p>In addition to actions above, students will meet with counseling staff a minimum of two times</p> <p>Students and their parents have access to the Naviance program, a tool to guide them with post high school options. The College Office has the software installed for student and parent use.</p> <p>Provide outside speakers to present on college and careers.</p> <p>Utilize peer college counselors to meet and advise students with their post high school options.</p> <p>Provide "StrengthExplorers" assessment for all 9th graders, "Careers" assessment for 10th graders, and "SuperMatch" for 11th graders and 12th graders to compile a list of colleges they wish to attend.</p> <p>Conduct College Fair, Fall and Spring College Knowledge Night, Financial Aid Night, PSAT Interpretation Night, Roundtable Talk with the College Counselors.</p> <p>Conduct field trips to local colleges, application workshops, essay workshops, application review sessions, mock SAT/ACT tests, SAT/ACT prep classes on campus.</p>	Implement the EAP exam with student volunteers.	Implement EAP exam with all students; establish benchmark.	The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).	The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).	The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).	The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).
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: <u>The attendance rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Improve attendance rate and reduce the percentage of students who are chronically absent.	In addition to actions above, parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	>95.6%	>96%	>96.5%	>96.5%	>96.5%	>96.5%
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: <u>Individual student attendance records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	See above.	Chronic absenteeism <2.5%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%
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: <u>Dropout rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Incorporate social and emotional life skills through individualized instruction and support.	Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credit taking into consideration the emotional and maturity level of the student. Provide supplemental activities and services including: referral to the Tarzana Treatment Center; PAL (Peer Active Listeners) Program; Body Image Group; two school psychologists, itinerant therapists; campus clubs; athletic program; music program; dance program tutoring; variety of student led evening events.	The dropout rate will be <3% (Actual 2014-15)	The dropout rate will be <2.5%	The dropout rate will be <2%	The dropout rate will be <2%	The dropout rate will be <2%	The dropout rate will be <2%
GRADUATION RATE [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: <u>Graduation rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will continue to maintain high graduation rates with a goal of reaching 98% graduation rate.	See the above Specific Annual Actions (Dropout Rates). See the above Specific Annual Actions (EAP College Preparedness).	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student suspension rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Decrease the number of suspensions and truanancies.	Utilize attendance coordinator Utilize Aeries software program Utilize telephone Connect system Utilize counselors and Deans Utilize progressive discipline.	Suspension rate will be maintained at < 0.5%	Suspension rate will be maintained at < 0.5%	Suspension rate will be maintained at < 0.5%	Suspension rate will be maintained at < 0.5%	Suspension rate will be maintained at < 0.5%	Suspension rate will be maintained at < 0.5%
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student expulsion rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will continue to maintain a low-suspension rate.	See the above Specific Annual Actions (Student Suspension Rate).	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%	Expulsion rate will be maintained at <1%
[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: <u>Stakeholder Surveys</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will engage in effective communication with meaningful resources for families and a shared leadership to support student success.	Aeries software program Connect Telephone system Parent/Leadership committees ELAC committee SST Teams School Website Parent Knowledge Nights	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys
BROAD COURSE OF STUDY STATE PRIORITY #7							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		Method for Measuring: <u>Teacher Lesson Plans; SARC; WASC Accreditation Review</u>					
Students are actively engaged in learning beyond core courses, including utilization of technology as appropriate, and develop awareness of its application to learning.	Partner with community businesses and organizations to provide Internships, project based learning, and college courses. Offer Community service learning opportunities: Heal the Bay; visiting nursing homes and hospitals; Support our Troops; Habitat for Humanity; Pajama Momma; Foster Children Toy Drive Increase opportunities for students to participate in performance enrichment activities such as but not limited to: elective music, arts programs, journalism, STEAM programs, robotic programs, ACADECA and computer classes. Evaluate new technology needs; purchase identified technology. Expand on current network infrastructure to improve reliability, capacity and access. Upgrade computers, interactive devices, sound amplification and media resources. Continue funding full-time Technology Director and staff.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.

	<p>9th grade unduplicated students (low-income, EL, foster youth) will be able to take home Microsoft Surface Pros for the academic year. Create a full time Director of Student Technology position to support unduplicated students. (All)</p> <p>Clickers will be purchased for assessment purposes in the Science and Math departments. (All)</p> <p>LCD and document cameras will be purchased for use throughout the school. (All)</p> <p>Purchase Rosetta Stone and ALEKS math software for EL students. (EL)</p> <p>Utilize Turnitin for assessment purposes. (all)</p>						
<p>[OTHER STUDENT OUTCOMES] STATE PRIORITY #8</p>							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ___					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
N/A							

INSTRUCTIONAL DESIGN

11. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

The ECRCHS instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers through afternoon professional development in-service trainings. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development (‘TPD’), which “is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature” (p. 130). On a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (such as social justice) and present solutions to their fellow faculty members. Another example includes special education instructors providing tools and techniques to help their colleagues better address the needs of students who have differing abilities.

As indicated in the LCFF State Priorities Table above (State Priority #1), all teachers at the Charter School are certified and have earned their California credential. Teachers in English, Math, Science, History-

Social Science, World Language, Physical Education and Visual Performing Arts are credentialed in the disciplines they teach. Staffing of the small learning communities (Humanitas and AVID) takes place through discussion with selected faculty to determine their interest in these programs. Often these academies require extra coordination and time to create a unified educational experience for the students.

ECRCHS provides a student-focused education within a rich setting that enables its diverse pupils to attain high academic achievement coupled with the practical skills and talents necessary to be contributing members of a global society. This approach aligns directly with the research on how people learn, namely, learner-centered classrooms that address prior student knowledge and its social construction. The Charter School's instructional philosophy is predicated on the notion that all students can learn. Employing a highly collaborative instructional model, ECRCHS aims to provide students with authentic experiences that will position them for post-secondary success. Many teachers work cooperatively, designing educational programming that focuses on connections between the curriculum and the real world. Service learning, career/college readiness, and cross-curricular instruction form the basis of ECRCHS's research-based pedagogy. Small Learning Communities ("SLCs") at ECRCHS provide students the opportunity to develop skills for careers – Art and Design Academy, Careers in Entertainment Academy ("CEA") – prepare first generation college students for the rigor of higher education (AVID), or allow students to work in an interdisciplinary fashion (Humanitas), while creating a sense of belonging. Additionally, with the advent of the Charter School's STEAM (Science, Technology, Engineering, Arts and Math) program, integrating arts into the STEM fields provides students with the skills and collaborative experiences needed to succeed in college and career. Students in the Humanitas Academy are programmed jointly, as are those in AVID. In 2014-15, 255 students enrolled in Humanitas and 182 in AVID. Humanitas students are co-programmed into English, Science, Art and Social Studies, whereas AVID students are co-programmed into English, Math, History-Social Science, AVID study skills and starting in 10th grade, Science. Those students enrolled in either Art and Design or CEA choose from a set of electives that encompass these programs. 178 students are currently enrolled in Art and Design, which requires the following courses: Introduction to the Fashion Industry AB, Beginning Clothing, Clothing & Textiles, Fashion Merchandise AB, Housing/Interior Design and Fashion Design AB. CEA currently has 164 students and is comprised of: Filmmaking 1AB, Filmmaking 2AB, and Film Production AB, Broadcast Journalism, Digital Image Production and Film History.

The Charter School's instructional design includes two key components that exist throughout its many departments. "Writing Across the Curriculum" and "Literacy Across the Curriculum" reach various departments beyond the traditional academic disciplines, including Visual/Performing Arts and Physical Education. Both literacy and writing serve as cornerstones of the Charter School's instructional design, extending into all disciplines within the school. ECRCHS's Literacy Coordinator works with each department to integrate these programs, as well as continue to support the Charter School's Sustained Silent Reading ("SSR") effort. ECRCHS uses SSR as a tool to promote and model reading. SSR occurs during the first fourteen (14) minutes of third period, a 68-minute block designed specifically for this purpose. In order to ensure the efficacy of SSR, the Literacy Coordinator administered a survey to the faculty during the 2014-15 school year. A majority of teachers (70+%) indicated support for the program. Through feedback elicited by faculty, the Literacy Coordinator worked to address concerns about the program and improve the program.

Teachers across all disciplines at ECRCHS implement the Socratic Seminar program when teaching topics that lend themselves to discussion. Overseen by the Literacy Coordinator, this approach to teaching represents one of many tools in the teachers' arsenal. With the goal of creating more learner-centered

classrooms, Socratic Seminar provides an opportunity for students to participate in an intelligent, respectful discussion about an issue, a text, a problem, or concept. As part of the process students must:

- Listen and speak
- Think critically
- Reference the text
- Respond responsibly
- Question appropriately

This collaborative, inquiry-based discussion teaches students to understand the ideas, issues, multiple meanings, and values reflected through close analysis of complex topics. It aims to prepare students for exams, essays, and to make real life connections with the content. Furthermore, Socratic Seminar aligns closely with constructivist approaches to learning by allowing students to co-create understanding in a discourse couched in learner friendly language.

The following table provides examples of teachers employing Socratic Seminar across various disciplines. In each of these examples, the teacher presents a situation and information to students, allowing them to interact with the material, think critically, and engage in discourse or dialogue. The curriculum becomes interactive and student centered through deployment of the Socratic Seminar, thereby aligning more closely with the research on how people learn.

Department	Topics Covered Using Socratic Seminar as an Instructional Method
Science	Environmental issues Code of ethics Medical practice guidelines Primary Documents: Newton’s laws, Galileo Current Events and articles Court and Legal Cases Scientific Essays
Physical Education	Fitness Guidelines Nutrition labels Dietary recommendations Weight-loss program descriptions Medical practice guidelines Sports medicine Game strategies for all sports
Mathematics	Mathematical proofs Word problems Logic “arguments” Statistics Critical thinking puzzles Graphic and or data information
Visual and Performing Arts	Performances (e.g. dance, play, monologue, musical, etc.) Art pieces Scripts Art history texts Artist biographies/autobiographies Photographs Director, choreographer, conductor, animator notes (background information about the creative process)
History-Social Science	Primary or secondary source documents Historical speeches Laws Treaties Legislative bills Court/legal cases Current events

Part of ECRCHS’s instructional methodology includes Shared Inquiry from the Great Books Foundation (2015). It is “a method of learning that enables people of all ages to explore the ideas, meaning, and information found in everything they read.” This approach provides teachers with a tool that helps engage students in their text. Shared inquiry “centers on interpretive questions—questions about a text that have more than one plausible answer,” and aims to engage students in “thinking, listening, and responding to questions and answers from others in their discussion groups.” Shared Inquiry draws on the constructivist approach to knowledge creation. Teachers act as guides, leading students to develop textual interpretations as well as understanding those of others. Much like Socratic Seminar, this method has utility across a range of subject areas, an important factor for ECRCHS.

Lastly, ECRCHS hired a Director of Sustainability and STEAM Initiatives to bring an interdisciplinary approach to the Charter School. Numerous departments – such as Science and Visual and Performing Arts – and small learning communities – including Art and Design, Humanitas, and CEA – have integrated environmental and social aspects of sustainability into their curriculum. Many of these have taken the form of projects and cross-disciplinary ventures. These include the following:

- 10th Grade Humanitas’ E3 Technology Expo (“E3XPO”): an interdisciplinary event where students research, represent and market a new technology at the E3XPO. Each team is responsible for the development of informative brochures, booth display materials, and an informative three-minute presentation. Each of these required components must address the environmental, economic, and social equity issues that are central to the technology. Topics include, but are not limited to: Ending the Digital Divide, Malaria Nets, Artificial Coral Reefs, 3D Printing, Wind Power, Improved Sanitation, Genetic Engineering, Hybrid Cars, and Social Media for Activism
- Solar Cell and Green Building Presentation (Chemistry and Physics): students from the chemistry and physics courses present their work in an exhibit hall where they demonstrate the solar cells they have built (chemistry) and green homes they have designed and created models for (physics) in a joint venture highlighting these technologies.
- Student documentaries (CEA): as part of the requirement in the Filmmaking course, students choose topics related to sustainability. Past topics of shorts have included the skateboard racks and electric vehicle charging stations, as well as covering the Earth Day Art and Poetry Festival.
- Art in Science (Biology and Drawing): two teachers, one in science and one in art, joined together to co-teach a unit on “art in science” where science students learned to draw and create art work depicting local species and art students learned about the anatomy of these organisms.
- Earth Day Festival (English, Drawing, Painting, Graphic Design, History): starting with the vision of the two teachers who coordinated the “Art in Science” unit, the Earth Day Art and Poetry Contest became the Earth Day Festival with teachers from various departments in the Visual Performing Arts, English, and History-Social Science using the same prompt to create original pieces (including poems, photography, digital imagery, paintings, drawings and posters) to show in the inaugural Earth Day Festival. Student groups participated by creating items from repurposed goods. The event included healthy, natural food options, and a documentary focused on “manufactured landscapes,” the theme of student submitted photography.

Catterall and Peppler (2007) state, “students who received high-quality arts learning made significant gains in self-efficacy and in creativity, specifically on the originality subscale” (p. 543). Catterall, Dumais, and Hampden-Thompson (2012) found “positive relationships between arts involvement and academic outcomes” for “at-risk populations (low-SES)” and “high-SES groups” (p. 24) as well as an increase in low-SES students’ college attendance (41%) and completion (17%) rates as compared to low-SES

students with minimal participation in the arts (26% attendance and 5% completion). With all of the evidence supporting the inclusion – and integration when possible – of arts into the curriculum, ECRCHS requires students to take 10 credits of Visual/Performing Arts course to graduate. For instance, the burgeoning sustainability and STEAM programs connect art teachers with science concepts and math teachers with energy and water usage while considering the aesthetic aspect of these interconnected disciplines. With a range of offerings, students can choose from visual art courses (including but not limited to painting, drawing, calligraphy and design craft), performing arts courses (such as introduction to theatre, guitar, jazz ensemble, choir), and other options like filmmaking and stage design. Many of these courses have embedded sustainability related content, including the fashion and design courses, which now consider Fair Trade, organic materials, product sourcing, and end of life cycle discussions.

As ECRCHS continues to push forward, opportunities for experiential learning (e.g. field trips, guest speakers, work experience, etc.) and interdisciplinary approaches to learning support the changing landscape of college and career options facing ECRCHS's students in the 21st century. CCSS-aligned instruction dovetails with this approach. Providing opportunities for students to collaborate, think critically and creatively, and deal with real world issues will serve them well. In particular, career readiness will be essential to student groups who need exposure to opportunities in their field of interest.

12. CURRICULUM

a. Key features and components

ECRCHS offers A-G standards-based curriculum and these courses are approved by the University of California for ninth through twelfth grades. ECRCHS has a highly effective curricular plan that is accessible to all students. A Class of 2014 graduation rate of 94 percent and over 90 percent of graduates attending 2-year or 4-year colleges and universities is a testament to the effectiveness of our curriculum. ECRCHS's curricula align with the newly adopted Common Core Standards (CCSS), the pre-existing California State Content Standards, the Next Generation Science Standards (NGSS), and English Language Development Standards.

Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Physical Education, Career/Vocational Education, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, World Languages, Health and Life Skills.

b. English Language Arts (Core, College Preparatory)

The English Language Arts curriculum is a broad survey of Literature and Rhetoric, including fiction and non-fiction texts, films, documentaries, radio interviews, and art in various forms, which focuses on critical thinking and results in evidence-based answers to questions, especially in discussion and the development of essays. Teachers use interactive discussions (whole class, small groups, Socratic seminars), and vocabulary development to tackle difficult texts, and background research as introduction to new topics or "into" activities. In addition, teachers collaborate to create challenging curriculum with similar expectations across the department, and the curriculum is differentiated according to students' needs. The English curriculum comprises of various levels of classes (Honors, AE, regular/sheltered, Avid etc.) to address all types of needs. A focus on group work helps students relate to each other and develop interpersonal skills. This allows gifted students an opportunity to academically help those students who need additional explanation, while students who are not

academically gifted enhance the discussion with his or her prior knowledge and experience. Teachers take the time to get to know students on an individual basis to help students with specific learning needs. This is done in various ways, for example teachers will hold individual conferences as the rest of the class is engaged in independent work or through students' written work such as essays and short answers, which reflect both writing and reading comprehension skills these practices are aligned with the California Common Core reading and writing standards. The curriculum reflects the student body of the school and offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as foster a sense of understanding and respect for all cultures. This philosophy of analyzing cultural points of view reflects California Common Core Standards. Some of the multi-cultural texts are: *The Circuit*, *Nectar in a Sieve*, *Red Azalea*, *The Kite Runner*, and *Things Fall Apart*.

Teachers utilize various forms of assessment, both formative and summative. Some of the assessments include but are not limited to: writing—essays, short answers, research papers; tests, quizzes; small group and whole class discussions including Socratic seminars; research projects, culminating projects at the end of units; presentations, standardized assessments. Teachers often create material to enhance both teaching and learning. One example is an individualized vocabulary notebook in which the student records a word that he/she does not know, then provides the definition of the word followed by quoting the author's sentence, finally the student uses the word in his/her own sentence emulating the author's style. This activity is highly effective in vocabulary development as research shows one retains vocabulary in context and not in isolation. In addition, this exercise improves students' writing as they emulate various "professional" authors. Another such material is the Dialectical Journal in which students select lines from their reading material and explain and interpret those lines. This is an effective formative assessment for both reading comprehension and critical thinking. Teachers create various pre- and post- reading activities and units on Media Literacy. For example, 11th grade teachers do a "trial" for the three main characters of *The Scarlet Letter* in which groups of students represent the characters and try to prove who is most innocent; an additional group makes up the jury. The groups must be faithful to the novel in their defense of the characters and the jury must provide its argument justifying the verdict. This activity lends itself to both formative assessment and review for summative assessment. These student-centered activities promote California Common Core Standards in the areas of: reading, writing, listening and speaking.

Teachers utilize technology regularly to enhance their teaching when they use YouTube, PowerPoint etc. as teaching tools. Cutting-edge technology such as turnitin.com is also implemented which not only checks for plagiarism, but also offers a comprehensive grading program that allows teachers to give students a great deal more feedback on their papers. Students have access to this program and teachers routinely take their students to computer labs where they have access to the Internet. Additionally, the library provides computer and Internet service to all students.

Starting in the 9th grade, students are prepared for the highest level of English course offered at El Camino Real Charter High School, with an emphasis on analytical writing in all classes (sheltered level through Advanced Placement), focusing on comprehension, analysis, and interpretation using textual evidence. All students write at least six to eight full-length (usually four to six paragraphs) essays per year in MLA format; these essays, aligned to California State Common Core Standards, contain a thesis statement that is supported by relevant, sufficient textual evidence or facts or definitions—whichever applies. In keeping with CCSS, students also deliver and listen to speeches, write extensions on literature they read, write creative pieces, and synthesize evidence from a multitude of sources including newspapers, documentaries, and primary and secondary sources.

c. English Language Development (ELD)

The EL population at ECRCHS includes students with many different home languages, including: Spanish, Armenian, Farsi, Tagalog, Albania, Arabic, Hebrew, Vietnamese, Korean, Hungarian, Mandarin (and “other Chinese), Urdu, Pashto, Khmer (Cambodian), Russian and French. The ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school’s ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type” (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the following: Listening, Speaking, Reading, and Writing. The EL Coordinator monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians. ECRCHS follows the LAUSD EL Master Plan

Language Arts Support (LAS) Non-Core/Non-College Prep

This is a multi-leveled class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. Led by the EL Coordinator, the course uses the textbook *Text Connection* as its foundation, with the structure and direction of the class differentiated significantly based on individual students’ needs.

ECRCHS employs one instructor to teach ESL courses. As of the 2015-2016 school year, the Charter School has approximately 110 students classified as EL, with two dozen in a specific English as a Second Language course. The students are assessed in the first week of school to determine proficiency and level. Students are placed in levels 1-4, according to the assessment results. ESL courses are taught within a single class with a 2 period block. At any given time, there could be all four (4) levels in the classroom, depending in student progression.

ESL class is taught in a group rotation with students working in 3-4 groups during the rotation (on a daily basis). One group receives direct instruction from the teacher. While the direct instruction takes place, the next group uses computer language instruction (Rosetta Stone) for verbal, writing, reading, and listening skills. Another group works on independent literacy with activities related to the reading, while

the remaining group uses a reading/writing/grammar workbook in support of the direct instruction workbook. Additionally, ECRCHS employs the High Point program, which has been found effective in helping English Learner students to make progress toward reclassification (Vuckovic, Hayes & Salazar, 2006).

d. Mathematics (Core, College Preparatory)

One of the main guiding principles of the mathematics department is to ensure consistency within each course, regardless of the teacher each student has. The department continually improves upon this principle by holding course-specific monthly meetings to address concerns and pacing challenges. The faculty also incorporates department-wide, course-specific midterms and finals, which are developed each year by these subject-specific teams of teachers. Students should have similar learning objectives and class expectations in every subject.

One of the innovative components of the department's curriculum is the re-take policy. Every student in Algebra 1, Geometry, and Algebra 2 has the opportunity to re-take any chapter test in order to improve upon their prior score. There are limitations and restrictions to the grade increases students can earn that become more prohibitive as students' progress from Algebra 1 to Algebra 2. The department started this component in 2012 and continually monitors and adjusts it as needed from year to year. Another innovative component of the department is to offer the stronger 9th grade Algebra 1 students the opportunity to go directly into Algebra 2 for their sophomore year (they would take Geometry over the summer). This was added to give these students an opportunity to progress into Math Analysis in their junior year and then to AP Calculus AB in their senior year. The department wanted to increase the number of students taking AP math classes and this was one way to give students an opportunity they wouldn't traditionally have. In 2012, the department added AP Statistics to the curriculum to address the needs of many of the seniors who had already taken AP Calculus BC in their junior year. The faculty also encourages students who are not ready for AP Calculus in their senior year to take AP Statistics as an alternative. This class was made available for students who didn't wish to pursue math-based higher studies but still wanted to take a math class that would fulfill a general education requirement for many college degrees. During the 2014-2015 school year, there were over 100 students taking AP Statistics.

All classes employ small-group learning, and teacher-directed instruction. Also, writing-based activities and projects are assigned at least once per semester. Many of these classes use document cameras, scientific or graphing calculators, computer programs such as Geometer's Sketchpad, Geogebra, WolframAlpha, and other e-learning tools. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests. Many use online tests from Examview software to create assessments on the days leading up to a test, and analyze the scores to adjust their teaching accordingly. All material taught in math classes directly addresses one or more of the Common Core State Standards (CCSS). The department will also be adding projects that directly align to these new standards and allow students to actively apply the material they have learned to real-life or realistic settings to further reinforce these concepts. The department uses textbooks that are aligned with the CCSS and supplement them with Common Core workbooks and other reference guides. (See below for specific texts used.)

The department collaborates and utilizes internal assessments and standardized test results (CAASPP, CAHSEE, AP exams, etc.) to inform instruction. To address the needs of all students, there are many unique programs and processes available. Translation devices (electronic or paper) are encouraged for English Learners, in addition to verbal and written notes, outlines, diagrams, and other handouts (paper

or electronic) with limited vocabulary that allow students to better comprehend the mathematics standards.

The department offers many rigorous classes for Gifted and Talented students. In addition to the burgeoning honors and AP program with over 500 students, ECRCHS competes with other schools in math contests through California Mathematics League (CAML) and American Scholastic Mathematics Association (ASMA). ECRCHS also became a charter member of Mu Alpha Theta in 2012, which is a national high school and two-year mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete against each other and against other schools from around the country and internationally. Also, all students in Honors and AP math classes compete in the national American Mathematics Competitions (AMC). The AMC-10 is given to all Honors Algebra 2 students (there were about 100 students tested in 2014-2015) and the AMC-12 is given to all Honors Math Analysis, AP Calculus AB, AP Calculus BC, and AP Statistics classes (there were over 300 students tested last year).

For students achieving below-grade level, the department offers many resources: the chapter re-takes as mentioned earlier, lunch time peer tutoring (through PETS), teacher directed small group tutoring at lunch, extra credit opportunities, take-home quizzes, and summer school credit recovery programs.

Students are also encouraged to utilize free educational learning software and online programs such as Khan Academy and YouTube. For socio-economically disadvantaged students, ECRCHS offers fee waivers for AP exams, and students are allowed to borrow graphing calculators (TI-83 and TI-84's) and Barron's guides for AP classes. For students with disabilities, the Special Education department helps with designing and implementing student-tailored IEP's. In addition, ECRCHS offers many courses (especially in Algebra 1 and Geometry) in which a two-teacher team (Math Teacher and Special Education Teacher) will collaboratively teach the class to address the needs of students with disabilities or other health needs. Classes that are taught collaboratively include Algebra 1, Advanced and Applied Mathematics, Geometry, Algebra 2, and Math Analysis. These classes are determined by the APSCS in coordination with the Assistant Principal in charge of Special Education to provide a collaborative environment for as many students with disabilities as possible, according to their IEP accommodations. While there are also struggling and EL students in collaborative classes, the primary focus is providing support for those students with IEPs. Typically, there are about 5-10 students with special needs in each collaborative environment. Currently in the fall of 2015, we have the following classes designated as collaborative; each class is staffed with two teachers (a math teacher and a special education teacher or paraprofessional):

Math Class	Count
Algebra 1	7
Advanced and Applied Math	2
Geometry	5
Algebra 2	7
Math Analysis	2

Teachers obtain access to instructional materials through the department chairpersons. Many find supplemental material through their own research and through professional conferences such as CMC South Conference in Palm Springs, California, or through more specific conferences such as "AP by the Sea" conferences. The process at our school for requisitioning supplementary materials includes:

- 1) A request (written or oral) made to the department chair(s).
- 2) Upon their approval, the department chair(s) request these materials to Assistant Principal in charge of the Math department for his/her approval. If she approves of the request, she will provide the funding for these materials.

e. History-Social Science (Core, College Preparatory)

The Social Studies Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progression over time. Students are exposed to a variety of philosophies and cultures that develop the student to be globally aware. The department’s goal is to prepare students to critically analyze topics that might be different in a historical perspective and a social perspective. The analyses of many concepts that delve into “cause and effect” and “change over time” prepare the student to think about concepts that appear in our social consciousness on a daily basis. These analyses also help students to develop into independent thinkers.

The department creates a variety of project-based learning assignments, using Bloom’s Taxonomy to assure that many different modes of delivery of information are used to help students excel in the classroom. This is especially important when catering to the needs of international students and English Learners. The use of experiential learning provides an avenue of vocabulary building, and connecting prior knowledge to new vocabulary allows these students to adjust successfully in the classroom. The use of technology such as Google Translate helps students to comprehend content from a textbook so they do not fall behind in their classes. The monitored use of electronic dictionaries is also encouraged.

Students also have access to many avenues of resources or accommodations to tap into their unique individual needs. The department utilizes a school-wide intervention strategy by working together with the Counseling and Student Services departments to understand the particular needs of each student and then make sure those needs are understood and met. Having a constructive dialogue with parents also serves as an important method of intervention, as this ensures that parents are aware of student progress.

Students are encouraged to take advantage of support programs, including PETS, a peer tutoring service available everyday during lunch. Participation in nutrition or lunch study club is also encouraged and proves helpful when students are struggling with class material. The department is also exploring the addition of a bridge program for students who may need extra study skills to succeed, or extra support to move up to Honors or Advanced Placement courses.

The department strives to have consistency in content and standards among similar classes, as a student may have to transfer due to schedule changes. This consistency makes for a seamless adjustment as well as better knowledge comprehension.

The department faculty strives to be on the cutting edge of what is effective in education, by seeking out innovative programs and or techniques to make sure the classroom environment is not only current, but also progressing further into the 21st Century. Quite often technology is used in simulations or for online “field trips.” A number of classes are also taught with teacher cohorts in the AVID and Humanitas programs. In order to expand students’ knowledge of the social sciences, the Social Studies department offers a variety of electives including Psychology, Advanced Placement Psychology, Anthropology, and Advanced Placement Human Geography.

The Social Studies department is always looking to enhance the student experience through new and exciting programs, simulations, and techniques that peak student interest in the subject matter. For example, each year the department organizes the International Economic Summit and the Stock Market Challenge, both of which are very popular. The International Economic Summit is a simulation in which students take on the roles of economic advisors for various countries, and then try to improve their own country's standard of living through trade, internal improvements, and negotiations of trade issues. In the Stock Market Challenge, students analyze stocks and put together their own stock portfolio, adjusting for real-time changes in the market. This requires that students stay informed, and leads to the development of money management and investment skills.

The teachers of the Social Studies department support all students as they guide them and prepare them not only to succeed academically but also to become socially responsible global citizens.

f. Science (Core, College Preparatory)

The Science Department's focus for student learning is based on exploration and analysis of data and experimentation, with the goal of equipping students with the skills and knowledge necessary to analyze the details and understand the underlying cause of natural events observed in the world. To aid in this goal the department has collaborated to construct its own textbooks that are aligned with state standards, and changed pedagogy to incorporate more project-oriented learning, where several concepts are connected by a theme so students can draw stronger connections and have the opportunity to present their discoveries to their peers. We also prepare lab experiments that explore scientific principles in a hands-on manner. In an effort to integrate technology into the classroom, the science department utilizes electronic test scoring; students take quizzes with clickers, which gives teachers the ability to evaluate student learning in real time and actively respond to each student's capabilities through targeted instruction.

The science department supports the Common Core English standards by having students read, analyze, and discuss current non-fiction scientific literature. This provides real world applications of science content taught in class, thus increasing the relevancy of course content for students. Integration of math skills into the science content also supports the math component of the Common Core standards. For example, science courses incorporate the analysis of graphs and data sets, as well as calculations where applicable. This gives students authentic experience applying math skills as they would be used in science research.

The science faculty provides rich and engaging science experiences for our students by creating activities that incorporate art and writing with science. An example of this is "The Art of Science". In this curriculum students observe interactions between native plants and insects, and non-native plants and insects, and then illustrate these relationships in a watercolor painting and describe it in writing. In addition, ECRCHS's annual Earth Day Festival encourages students to submit artwork and poetry inspired by their surrounding environment and conservation efforts. Projects such as these increase engagement and relevancy for our students.

The science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies are: supporting arguments with evidence, SDAIE techniques that support English Learners, Socratic seminars and inquiry laboratory investigations. Collectively these strategies allow all students to access

and investigate the science content. Struggling students are supported with SDAIE techniques that provide the content visually, orally, and kinesthetically. Inquiry investigations allow our high achieving students to extend their learning. All students also have access to a school wide tutoring programs and individual assistance from their science instructor.

The following course descriptions provide the objectives of each course.

g. Visual and Performing Arts (Core, College Preparatory)

The goal of visual and performing arts instruction is for students to recognize the relationship between the arts and society and the connection to global world culture. Students in Visual Performing Arts (VPA) classes have the opportunity to express their own creativity effectively and skillfully. They take ownership of their creative process and product as they develop, direct, and redirect ideas. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Students explore the concept that VPAs are an expression of culture and society and its changes are a reflection of the differences across cultures and societies.

A variety of creatively inclusive and forward thinking courses meet the needs of our diverse student body. VPA students design, build, and participate in exhibits, performances, and productions that connect classroom learning to real life events. Often, students take introductory courses first and then move on to VPA courses that specialize in their creative path of study. In addition, VPA recently became a core curriculum course for all 9th grade students in the Humanitas program.

The VPA program provides many opportunities for students to participate in public performances. Band, Dance, Drama, and Choir groups all perform in the surrounding community. Students also collaborate with nearby middle school and elementary students. Through these experiences, students develop skills in leadership, time management, and organization, and connect art to the issues in the world around them.

The VPA department has made many important changes since ECRCHS became a charter school. The department now organizes or participates in several events. The "Big Event," a multifaceted student planned and directed event, includes and unites performances and exhibits from all the arts. Dance, Drama, Choir, Band, Graphic Art and Fine Art students have a chance to shine as they demonstrate their skills, and show arts opportunities to other ECRCHS students. The "Earth Day Festival", which celebrates the earth and promotes efforts toward conservation, is an art and writing exhibit of student work created in class or independently, The "Power to the Artist" Event, an art and writing exhibit, makes a statement about issues students feel strongly about. The VPA department is also involved in "Get Lit" and the "Poetry in Performance" program, which uses classical poetry as a prompt for students to write original poetry, and includes public performances and competitions.

To address the social and environmental issues they are most passionate about, students have contributed their creative talents to develop theatrical scenes, musical performances, visual art, and service learning projects that inform, challenge, and inspire an audience to action.

The VPA Department has made many strides to increase the use of technology. The program *Visualizer* (with display screen) allows demonstrations, virtual art lessons, and online tours of museums and colleges. These demonstrations are more accessible visually to students. Students and teachers utilize

Internet research and study past and current artistic events and future possibilities in VPA productions while planning performances, activities, and events.

Looking forward, the VPA department's goals include increasing teacher common planning time, facilitating student internships, engaging in community outreach programs, and providing students with direct links to agencies and studios. The department faculty aspire to foster relationships with institutions of higher education that offer VPA programs in order to help students with that transition after graduation and to make sure they are prepared to undertake university-level study in their specific area of interest. The VPA department plans to increase class selection and offer AP courses, use modern computer labs for performance video creation and editing /animation / media art/ VPA study and research and continue to expand and improve ECRCHS events and exhibits.

h. Physical Education (Non-Core, Non-College Preparatory)

Physical Education (PE) is an integral part of the curriculum for all students. Students acquire lifetime physical fitness concepts to help them develop motor skills and maintain a positive self-image. The curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, a positive attitude and the confidence needed to adopt and maintain a physically active and healthy lifestyle for life. Equality in instruction is provided for all students regardless of gender, ability, disability, race/ethnicity, religion and appearance. Adapted physical education students are programmed into a lower enrollment PE class and their needs are met per their IEP. Technology used in Physical Education classes may include: heart rate monitors, push up testers, digital videos of skills or student performances, websites, and use of music whenever appropriate. Students demonstrate knowledge and understanding through the performance of exercises and skills, written examinations, and observations by the instructor. The standards addressed in the ninth and tenth grade classes are aligned to those addressed on the California Physical Fitness Gram. Other options for PE include team sports, dance, and aerobics. The PE department participates in the school-wide SSR and Writing across the Curriculum programs in an effort to support literacy and writing as cornerstones of the Charter School's instructional design.

i. World Languages (Core, College Preparatory)

The goal of the World Languages department is to provide all students at ECRCHS with an opportunity to experience other languages and cultures in addition to their own. In the World Languages classes, students will develop listening, writing, and speaking skills in another language, along with knowledge of the target culture. The department currently offers three years of two languages, Spanish and French, and two years of Spanish for Spanish Speakers for students who already speak and understand the language, but need additional help in defining and perfecting their writing and speaking skills. ECRCHS also offer Advanced Placement Spanish Language and Advanced Placement French language, as well as Advanced Placement Spanish Literature, for those students who excel in World Languages classes and wish to continue their study of these languages.

It is the goal of the department to comply with the admission requirements of the California State University and University of California systems, so students are placed in three or four years of the same language, depending on the student's academic plan. Students who excel in World Languages classes are strongly encouraged to take Advanced Placement courses for college credit.

Although earning a D is a passing grade, universities do not consider it sufficient. For this reason, the World Languages department decided to raise the C mark at 74% in the Spanish 1 and French 1 courses in an effort to elevate the success rate in the higher levels and provide summer school for the students who receive lower grades. In previous years we saw that a significant number of students getting C's did not do well in the more demanding second year of the language. We will test this practice to see what happens. We also make an effort to include in our lessons' differentiated activities to reach our gifted population to the low achieving students. We constantly analyze the students' potential and capacity and modify our lessons as needed to better prepare our students of all levels.

In addition to the audio enhancement device recently installed in the World Languages classes, there is a committed effort to include technology in the classroom. The department faculty use pertinent websites in class and share teaching aids that may improve student learning. The school's student information system, Aeries, now sends parents reminders of upcoming assignments to keep parents and students informed and prepared. The department's newly acquired textbooks provide an e-book for students to access at home. The department would like to incorporate a comprehensive language lab so students can demonstrate their ability to speak the language one on one, privately, to the instructor instead of in front of the class, which can be intimidating for some students. The department believes that the addition of a language lab would make the oral portion of the classes more effective, which may encourage more students to move on to advanced courses.

The World Languages department is in continuous communication with counselors, parents, Special Education case carriers, and other teachers in order to determine the best ways to assist students with 504's and IEP's. Some World Languages teachers offer tutoring at lunch or after school, as does The French Scholar Society. All course syllabi include this and other pertinent information so that parents are aware of the services offered by the school, as well as the course expectations and recommended strategies for student success. The syllabi are sent home for parents and students to sign, and in some cases are permanently posted on the teacher's website for parents and students to reference when needed.

The World Languages department is sensitive to the needs of socioeconomically disadvantaged students. Teachers may request resources from the PTSA and Friends of ECR (parent groups) to help provide materials to students, or suggest alternative assignments that would be more accessible to the student. The school library is open before, during, and after school for students to use, and free, limited printed services are available for eligible students.

There are several student clubs focused on interest in World Languages, including The French Scholar Society, which offers tutoring and promotes a continuity of interest in French studies.

ECRCHS is considering the addition of courses in Arabic, Mandarin Chinese and/or American Sign Language ASL in order to provide students with a wider selection of World Language courses. ECRCHS plans to conduct a survey of students in order to garner their interest in these languages, and will recruit teachers and add courses accordingly.

The department's French teachers have recently adopted the French government student exchange program "Passepartout". As part of this program, students from ECRCHS travel to France for three months to attend high school and live with a French family, and in return their French counterparts come to the United States to stay with the students' families and attend ECRCHS. The students who participated in this program in the 2014-2015 school year reported significant improvements in their French language skills and a positive study abroad experience.

Several department teachers are preparing for the National Board Certification.

j. Career Technical Education (Non-Core, Non-College Preparatory)

ECRCHS's Career/Technical Education (CTE) Department integrates academic and career-technical skills, concepts, and principles in the context of work, family, and personal responsibilities. The department's content instruction focuses on the interrelationship of science, technology, career-technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following career pathways: Family & Consumer Sciences (Hospitality, Tourism, and Recreation; Child Development and Education; Fashion Design, Manufacturing, and Interior Design), Careers in Construction, and Graphic Design.

The CTE Department currently has six distinct career pathway programs:

Hospitality, Tourism, and Recreation

Students in this career pathway complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as International Foods or Catering. Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry. Many students have participated in state and local competitions in culinary arts, sponsored by FHA-HERO (the state-wide student organization for Family and Consumer Sciences). This career pathway is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

Child Development and Education

These courses are designed to prepare students to pursue a career in either the field of child development or teaching in preschool through grade 12. Based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

An important instructional strategy in this pathway is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, child care skills, infant safety and CPR, and Shaken Baby Syndrome. Parent permission is required for this assignment. Modifications in the assignment are made in cases where students with physical or emotional disabilities need assistance in participating in this activity.

Fashion Design and Interior Design

This pathway provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. This pathway encompasses two distinct options: Fashion Design and Interior Design. ECRCHS is one of only two high schools in the city of Los Angeles to offer this unique program.

The Fashion Design courses are designed to train students who are pursuing a career in fashion design and manufacturing. Students study all aspects of the industry, including industry awareness; professional standards/dignity of work; workforce and organizational management; operational procedures and safety practices; laws and regulations; design elements and principles; history of fashion; fashion forecasting; textiles and textile products; garment construction in manufacturing; product knowledge and apparel merchandising; sales and service; pattern making for apparel design; developing and merchandising a line; textile design; and garment alteration and repair. The highlight of the Fashion Design program is the annual fashion show. Each advanced-level student is asked to design and construct his or her own fashion line. A typical show consists of 80-100 garments. Preparation for the fashion show includes a visit to the Los Angeles Garment District, where students learn about the fabrics and notions used by local manufacturers.

Fashion design students enjoy participating in ECRCHS's "Project Gratitude" drive. Students are asked to write a letter of gratitude to a U.S. serviceperson. The letter is then written on a "fabric postcard", on which students create a patriotic collage to show their thanks. The feedback from the Project Gratitude staff has been very positive.

This course of study is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Fashion and Interior Design Industry Sector. This pathway provides standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

Construction Career Academy

This career pathway is based on the CTE Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards for Building and Construction Trades. The Academy is engaged in a partnership that offers several apprenticeship opportunities for seniors interested in working in the area of construction, cabinetmaking, and custom carpentry. In addition, the Academy makes several industry location visits through field trips.

The Construction Academy works in partnership with the ROP CAD/CAM class to facilitate better understanding of design and planning. Seniors are required to participate in a major project that has an opportunity for recognition through the Bob Ganssle Industrial Arts Scholarship Award.

The Academy continues to make equipment and program upgrades to provide state of the art instruction that is consistent with the industry. Curricular and instructional materials used in class include:

- Power woodworking machines and tools
- Instructor's original project designs
- State of the art equipment, including a CNC router machine that utilizes computer aided-design.
- Industry specific textbooks, DVDs, videos, and taped media instruction

Instructional methods and strategies used in class include:

- Extensive demonstrations
- Hands-on individualized instruction by the instructor and more advanced students
- Instruction by guest industry professionals and experts
- Utilization and monitoring of industry standards, modifications, and updates.

Graphic Design

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and employability skills.

Through collaboration with other departments and participation in state and regional competitions, Graphic Design students are given the opportunity to hone their design skills and explore their creativity. For example, each year the Graphic Design students design and print the program for the Drama department's production. Graphic Design students also create posters to promote events on campus. In 2015, ECRCHS held its first annual Earth Day Festival, and Graphic Design students designed posters to inspire environmental awareness.

Intervention Strategies and Meeting the Needs of All Students in CTE

The CTE department's intervention strategies include involving at-risk students in the department's student organizations, such as FHA-HERO, FIDM Fashion Club, and various culinary arts competitions. Students involved in these groups, sponsored by the department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FHA-HERO Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

The CTE department meets the diverse needs of the student population. For EL students, differentiated instruction is based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help the EL students to understanding project instructions.

Socioeconomically disadvantaged students may have project fees waived. CTE courses often require specific supplies to complete lab assignments, and it is the department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socioeconomically disadvantaged students are also encouraged to apply for scholarships.

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP.

Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic sub groups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. Students achieving below grade level are encouraged to complete assignments to the best of their abilities. Often, these students are allowed extra time to complete assignments or are paired with a more experienced student to attain the assignment goals.

CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the “practical application” of the Common Core State Standards. Technology is integrated throughout the department. Examples of this include:

- Fashion design students use internet sources to research trends in the fashion world
- Some Culinary Arts lessons are delivered through online video tutorials. In addition, students use computer-aided recipe analysis to compare the nutritional values of ingredients.

k. Business and Technology (Non-Core, Non-College Preparatory)

The business/technology teachers believe the department should provide students with the knowledge, skills, and abilities that will be needed and useful in their personal and professional lives. Students should gain this useful knowledge framed in the context of real-world application and relevance. It is the role of the teachers to connect their subject area to the students’ interests and show the students the relevance of what of they are to learn.

The business/technology department currently offers the following courses: Introduction to Computers, Advanced Computer Applications, Digital Media, Video Game Design, Web Design, AP Computer Science, Marketing, and Accounting. The courses in this department are aligned to California’s Career-Technical Education Model Curriculum Standards. The Common Core State Standards (CCSS) for College and Career Readiness are integrated into all of these classes wherever appropriate. For instance, the department faculty recently developed a lesson series on cyberbullying for the Introduction to Computers course curriculum that utilizes Socratic seminars to facilitate student comprehension and communication.

The Department also sponsors the ECRCHS chapter of DECA, a co-curricular Career-Technical Student Organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. Students who are in enrolled in or those who have completed the Marketing or Accounting courses are encouraged to join. This program gives students the opportunity to apply what they have learned in the classroom to real-world business situations and to travel and compete with other high school business students across the state and nation.

The main goal of the Business/Technology Department is to hone student competency in six areas identified by the International Society for Technology in Education: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship; and technology operations and concepts. All Business/Technology courses are taught in a 1:1 computer lab environment, and nearly all assigned work is done through a computer.

In order to support lower achieving students, teachers in the department make use of various peer-tutoring strategies that allow technologically savvy students to assist their less-savvy peers. This includes cooperative group work, in-class assistance when more advanced students finish their assignments with time to spare, and lunch tutoring sessions. Additionally, teachers make their classrooms available during nutrition, lunch, and after school to give students extra assistance or to allow them more time to work on assignments. Because courses in the department are taught in a 1:1 computer lab environment, teachers can curate online resources that allow all students to access the course curriculum. For instance, advanced students may be self-directed in additional exploration of course topics, and English Learners can be directed to resources that support their language needs. The needs of students with

disabilities are met through the use of technological accommodations such as on-screen keyboards, narration, and magnification.

As with employment in the technology industry, females make up a minority of students enrolled in ECRCHS's AP Computer Science (APCS) course, and they also make up a minority of students enrolled in the Video Game Design and Web Design elective courses. Several initiatives have been undertaken to enroll more females and minorities (such as lunchtime information sessions, and personal invitations), but there is room for improvement. The department will introduce in the 2016-2017 academic year the new AP Computer Science Principles (APCSP) course, which emphasizes basic computer science concepts over computer programming and which proves the most difficult for students. To prepare for the new APCSP course, the department faculty interviewed female students to determine how best to target these students when promoting technology courses. Their responses suggested that female students might not feel welcomed by male peers at information sessions, many students are not effectively informed about elective choices, and samples of course content should be made available for students to preview. The students interviewed also suggested that the department should create a Computer Science extra-curricular program specifically for female students (e.g. Women in Technology) that would serve to encourage and prepare female students to enter the APCS course and the technology industry in the future. The Business/Technology department is committed to serve all students and will begin recruitment efforts for this new APCSP course during the Fall 2015 semester.

I. Health (Non-Core, Non-College Preparatory) and Life Skills (Non-Core, Non-College Preparatory)

Recognizing the importance of Health Education, ECRCHS has continued to require this one semester course for a high school diploma while many schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class. Continuing the integrity and high standards for the program, ECRCHS assigns qualified Health Science credentialed teachers in Health Education courses.

The role of Health Education at ECRCHS is critically important because it helps students to adjust and adapt to the challenges of adolescence and avoidable health risks. The course integrates the Centers for Disease Control and Prevention's National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development, instruction, and student assessment in health education.

The course of study includes the following topics: mental and emotional health, physical health, environmental health, social health, spiritual health, human growth and development, and drug prevention education. The topics are presented using a wide variety of student-centered lessons, activities, and assessment methods that measure behavior and skill development. The curriculum supports critical thinking as well as reading, writing, speaking, and listening in a meaningful context. For example, literature and other sources of multiple media expose students to the negative consequences of poor health choices in a risk-free environment. The Health Education teachers at ECRCHS have developed a Speakers' Bureau that draws experts from non-profit agencies throughout Los Angeles County. This valuable resource provides current information in the field of health, medicine, and research.

Each student encounters a varied course involving assignments that are adjusted to meet the needs of all students. For example, teachers consider that a high percentage of socio-economically disadvantaged

students may not have computers or Internet access at home and thus must visit the school or local library to complete a class assignment. These limitations can impede a student’s self-directed learning, and discourage these students to engage at a level that compares with their peers who have technology in the home. As a result, many health education teachers sign up for the computer lab. Teachers plan to implement usage of the school’s laptop carts in the 2015-2016 school year.

The Health Education teachers have found that assigning research projects hones students’ computer and research skills, which in turn improves literacy for all students. Collaborative-cooperative group projects enable low-achieving students to receive peer assistance and benefit students who are English Learners or have other learning challenges as they learn with and from their peers.

ECRCHS also continues to offer Life Skills for the 21st Century as an elective course designed to prepare incoming freshman to succeed in high school, develop good decision-making skills to prepare them for their post-secondary plans, and give them extensive opportunities to explore different careers. Topics of study include career and college planning, financial literacy, community service/volunteering, study skills, conflict resolution, tolerance education, and computer literacy. Students begin compiling a high school digital portfolio, have access to on-line interest inventories that assess students’ aptitudes, interests, and educational and career goals, and participate in mock personal and job interviews that are conducted in collaboration with community groups such as the Kiwanis Club, Rotary Club, Woodland Hills Chamber of Commerce, Friends of ECR and the PTSA.

a. Innovative Curricular Components

As detailed above, ECRCHS provides an engaging, hands-on educational program with real world connections and myriad opportunities for students to explore a variety of fields and potential future careers.

b. Intervention and Enrichment Programs

Details about enrichments/electives are provided above; details about the school’s intervention programs are woven throughout Element 1 and discussed in detail in Section __, below.

c. Curricular and Instructional Materials

ECRCHS uses materials aligned with the state standards, including Common Core, to support the curriculum. Teachers in each content area may work with the principal to gain approval for the use of alternative materials than those listed in this charter petition.

Instructional Materials Chart

Language Arts	Bridges to Literature (Level 1 and 2) High Point Grammar Practice Book Level B Mythology Reading Language Practice Book High Point Language Practice Book: The Basics Inside Rept: A practice guide Voc from Latin & Greek Roots
Mathematics	Novels, short stories and poems from state literature list Barron’s AP Statistics Success in Math-Basic Geometry Spring Board Algebra 1A

	<p>Precalculus W/Unit Circle Alg 1 Note Taking Guide (Teach Edit) Algebra Structure & Method Bk1 Geometry Note Taking Guide (TE) Calculus Attainment’s Explore Budgeting Attainment’s Explore Math 2 Trigonometry Algebra S & M Bk1 Algebra S & M, Bk1 Algebra 1 Algebra 1 Concepts & Skills Precalculus w/Unit Circle Trig Algebra Structure & Method Book 1 Geometry Geometry Concepts and Applications California Algebra Readiness Algebra & Trig-Book 2 California Geometry Student ED Alg 1 Concepts, Skills & Prob Solv Precalculus w/Unit Circle Work Bk Algebra & Trig Structure & Method Bk2 The Practice of Statistics Algebra 2 w/Trigonometry Precalculus Enhanced with Graphing Utilities SGL Variable Calc Concp&Concpw/Vect TI-84 Silver Edition Calculators Single Variable Calculus W/Vector FunctAP Precalculus</p>
Social Studies	<p>American Govt. Readings & Cases Economics National Geographic Stud Atlas of the World</p>
Science	<p>Biology Study Workbook B Biology Biology – Reviewing the Essentials Chemicals Choosing Wisely – softcov Earth Sci Reviewing the Essentials Energy Conversation – softcover Habitat and Biodiversity – softcover Reviewing Biology the Liv. Envior Reviewing Earth Sci the Phys Set Science Proficiency Review Waste Reduction – softcover Water Conservation – softcover Campbell Practicing Biology Student WB Reviewing Physics the Phys Set The Hot Zone A Terrifying True Story Stud Solutions Manuel AP Chemistry Exam Cliffs AP Physics B & C Writing in Science Lab Techniques & Experimental Des Cudrno de Prctca Nuevas Vistas CRS 2 AP Biology Lab Manual AP Chemistry Test Prep Series for AP Biology Multi-Choi & Free Resp for Chem Ex Student Study Guide for Biology Biology Student Study Guide Test Prep Series: For AP Chemistry The Physics Toolbox Campbell Biology Study Guide Study Guide for Biology Molecular Biology 3rd ed College Physics Vol. 1</p>

	<p>College Physics Vol. 2 Marine Science AP Environmental Science Chemistry 4th edition Biology Visualizing Life Integ Coord Science for the 21st Cen Biology The Study of Life Chemistry 5th edition Biology an Everyday Experience Physics Applied Anatomy & Physiology Biologia Spanish Student Edition Earth Science Biology 6th Edition Living in the Environment Conceptual Physics Chemistry Matter and Change Intro to the Human Body: Essentials Physical Science Concepts in Action Physical Science with Earth & Space Science Biotechnology-Science for the new mill Zumdahl Chemistry 6th Edition California Biology College Physics Economics, Principles, Prob & Policies</p>
Career/Voc Ed	<p>Food Choices – Softcover Fashion Student Activity Guide The Snap Fashion Sketchbook Clothes and Your Appearance Culinary Essentials Wood Technology & Processes Fashion Housing Decisions Food for Today Cloth Fash, Fabr & Construction The Developing Child Fashion Marketing & Merchandising</p>
ESL	<p>High Point Reading & Pract The Basics High Point Level A Workbook High Point Level C Workbook High Point Pract Book Level A High Point Pract Book Level C High Point – Practice Book Level B High Point Grammar Pract Bk Level A High Point Grammar Pract Bk Level C High Point Level B Pract Book New College Span/Eng. Dictionary Vox Modern Span & Eng Dictionary Merriam Webster’s College Dictionary Merriam Webster’s School Dictionary Advanced American Dictionary w/CD High Points The Basics High Point Level A Textbook High Point Level B Textbook Bridges Teacher Implem. Packet</p>
Health	<p>The 7 Habits of Highly Effective Teens Sexuality and Responsibility Lifetime Health</p>
Performing/Visual Arts	<p>Guitar Method Book 1 W/CD Guitar Methods Book 2 W/CD Tonal Harmony – Workbook Music in Theory Pract. Wk Bk Vol. 1 Workbook to Accompany Music in the Exploring Visual Design</p>

	<p>Music in Theory & Pract. Vol. 1 Photographic Eye A Guide to Drawing Drawing a Contemporary Approach Discover Art History Art Talk Gardener's Art Through the Ages 9 Heads: A guide to Drawing Fashions Fender/Epiphone Guitars Tonal Harmony</p>
Technical/Business Ed	<p>Barron's AP Computer Science A AP Computer Science Solution's Manual Wood Technology & Processes wrb Sourcebook, Teacher's Edition HTML for the World Wide Web Learning to Program Autocad 2002 Tutorial 1st level 2D Fund Autocad 2002 Tutorial 2nd level 3D Mod Fundamentals of Java Visual Basic. Net College Keyboarding – micros word The Complete Guide to PC Repair Microsoft Off 2000 Enhanced Ed Creat Web Pgs w/HTML, XHTML, & XML Donation Test Product Microsoft Off 2003 Prem Ed Intro Conc Office 2003 (Intro Concepts/Techniques) Microsoft 2007 Intro Concepts & Tech Su Microsoft Office 2010 Accounting Real-World APP & Connections Marketing Dynamics</p>
World Languages	<p>Cajas de carton Pasos y Puentes Wrk Bk Tape Man 2 Acros y Almedas Wrk Bk & Tape Man Realidades Workbook Level 1 Japanese Hiragana & Katakana Diccionario Pocket Eng/Span Realidades 1 Writing, Audio, Video W/B Realidades Practice Workbook 3 Realidades Workbook Level 2 Realidades writing, Audio & Video WB C'est Ca WK Bk & tape manuel Writing, Audio/Video W/B Realidades 2 C'est A to! Level 1 (Revised) Primer Libro Avancemos 2 Workbook Practica por Niveles CA Holt Biology Standards Review Wk Bk Nuevas Vistas Wk Bk Spanish 1: Cuaderno Para Hispanohablantes Spanish 1: Cuaderno Practica Por Niveles Spanish 1: Lecturas Para Hispanohablantes Spanish 3: Cuaderno Para Hispanoblantes workbook Spanish 3: Cuaderno Practica por Niveles Spanish 3: Lecturo Para Hispanoblantes workbook Integrat Korean Wk Bk Beginning 1 Integrat Korean Wk Bk Beginning 2 Integrat Korean Wk Bk Intermed 1 Integrat Korean Wk Bk Intermed 2 Multi-Ch & Fr Res Que in Prep AP Ex Acos y Alamedas El Alquimista Pasos y Puentes</p>

	Abriendo Puertas Vol 1 Abriendo Puertas Vol 2 C'est A Toi! Lev 1 Gram & Voc Exer C'Est Cal Book 3 Voces y Vistas Cest A Toi Lev 2 Gram & Vocab Exer C'est A Toi! Gram & Voc Exer Level 3 Prep for the AP Exam Guide Cuentos Simpaticos Adv Placem Spanish- Prep Lang Ex Integrat Korean: Beginning Level 1 Integrat Korean: Beginning Level 2 Advanced Placement French Integrat Korean: Intermediate Level 1 Integrat Korean: Intermediate Level 2 AP Spanish Workbook AP Spanish Prep for Language Exam Ven Conmigo/Nuevas Vistas/AP Prog Ven Conmigo Nuevas Vistas AP French Prep for the Lang & Culture Exam Momentos Cumbres de Las Lit His Azuelejo Realidaes – Level 1 Tesoro Literario Cest A'Toi! Level 3 El Espanol Para Nosotros
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13. COMPREHENSIVE COURSE LIST

All courses offered at ECRCHS in the six core subject areas are approved to meet the Charter School’s graduation requirements. All A-G courses are taught on site, although students may seek administrative approval for online distance learning courses, community college courses, or high school courses from other institutions to meet the school’s graduation requirements. Outside courses are only considered if they are comparable to the courses taught at ECRCHS and taught by an accredited institution. Approval for such courses must be obtained from the student’s guidance counselor prior to the commencement of the course.

Students are required to demonstrate mastery of standards in five core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing arts. All of ECRCHS’s courses have been designed in alignment with the state standards including CA CCSS. With the exception of foreign language, graduation requirements also have been designed to meet the UC/CSU A-G requirements, as shown here. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better.

Students and parents are informed of how each course meets graduation and college entrance requirements and transfers to other public high school programs via the Parent-Student that is provided each school year in the counseling offices and on the website.

The list of offered courses is revised on an ongoing basis, utilizing a continual improvement process that focuses on student performance data, student demand, and educational and career trends. This data helps the administration team to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School. The course list must also be adjusted each semester to reflect current staffing levels and other resources.

ECRCHS offers the following courses in the 2015-16. Each course listed is a one-year course or the equivalent of one (1) UC credit or a traditional high school's ten (10)-credit course.

A-G Core Subjects by Grade Level

H = Honors

AE = Advanced Enrichment

AP = Advanced Placement

Subject Area (A-G Req't)	9 th Grade		10 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English Language Arts (B)	English 9A H English 9A E English 9A AVID AE English 9A Humanitas AE English 9A ESL (for English Learners) Journalism 1A Speech A	English 9B H English 9B E English 9B AVID AE English 9B Humanitas AE English 9B ESL (English as a Second Language – for English Learners) Journalism 1B Speech B	English 10A AE English 10A H English 10A Humanitas AE English 10A AVID AE English 10A Journalism 1A Journalism 2A Speech A Writers Seminar A ESL 1A ESL 2A ESL ¾	English 10B AE English 10B H English 10B Humanitas AE English 10B AVID AE English 10B Journalism 1B Journalism 2B Speech B Writers Seminar B ESL 1B ESL 2B ESL 3/4
Mathematics (C)	Algebra 1A AVID Algebra 1A Geometry A Algebra 2A H Algebra 2A	Algebra 1B AVID Algebra 1B Geometry B Algebra 2B H Algebra 2B	Algebra 1A Geometry A Algebra 2A AVID Algebra 2A H Algebra 2A Math Analysis A H Math Analysis A	Algebra 1B Geometry B Algebra 2B AVID Algebra 2B H Algebra 2B Math Analysis B H Math Analysis B
History-Social Science (A)	AVID World History A H World History A	AVID World History B H World History B	World History A H World History A Humanitas World History A AP World History A AP European History A	World History B H World History B Humanitas World History B AP World History B AP European History B
Science (D)	Humanitas Science A (Genetics) SPED Inter-coordinated Science H Biology A	Humanitas Science B (Zoology) SPED Inter-coordinated Science H Biology B	Biology A H Biology A AP Biology A AVID Biology A Humanitas Biology A H Chemistry A	Biology B H Biology B AP Biology B AVID Biology B Humanitas Biology B H Chemistry B
Physical Education	Advanced PE 1A JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Boys Basketball Varsity/JV Boys Basketball F/S Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis	Advanced PE 1B JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer	Advanced PE 2A JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Boys Basketball Varsity/JV Boys Basketball F/S Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys)	Advanced PE 1B JROTC Marching Band Dance/Choreography Production Body Conditioning Aerobics Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer

	Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball		Boys Wrestling Off-Season Baseball Off-Season Softball	
Visual/ Performin g Art (F)	Humanitas Art A (Drawing) Music History/ Literature A Guitar A Advanced Band A Choir A Jazz Ensemble A Vocal Ensemble A Calligraphy A Drawing A Design Craft A Filmmaking 1A Intro Theatre A Theatre Festival A	Humanitas Art B (Intro to Theatre) Music History/ Literature B Guitar B Advanced Band B Choir B Jazz Ensemble B Vocal Ensemble B Calligraphy A Drawing A Design Craft A Filmmaking 1A Intro Theater B Theatre Festival B	Calligraphy A Drawing A Design Craft A Cartooning/ Animation A Advertising Design Digital Image Production Painting A AP Studio Art AP Drawing A 2D & 3D Filmmaking 1A Filmmaking 2A Film Production A Music History/ Literature A Guitar A Advanced Band A Advanced Orchestra A (Strings only) Choir A Jazz Ensemble A Vocal Ensemble A AP Music Theory Intro Theatre A Theatre Improv A Director Theatre Theatre Production A Stage Design A	Calligraphy B Drawing B Design Craft B Cartooning/ Animation B Advertising Design Digital Image Production Painting B AP Studio Art AP Drawing A 2D & 3D Filmmaking 1B Filmmaking 2B Film Production B Music History/ Literature B Guitar B Advanced Band B Advanced Orchestra B (Strings only) Choir B Jazz Ensemble B Vocal Ensemble B AP Music Theory Intro Theatre B Theatre Improv B Director Theatre Theatre Production B Stage Design B
World Languages (E)	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish Speakers 1A Spanish for Spanish Speakers 2A AP French Language A AP Spanish Language A AP Spanish Literature A	Spanish 1B French 1B Spanish 2B French 2B Spanish 3B French 3B Spanish for Spanish Speakers 1B Spanish for Spanish Speakers 2B AP French Language B AP Spanish Language B AP Spanish Literature B
Applied Tech (Graduati on Req't)	Introduction to Computers Woodshop 1A	Advanced App. Computers Video Game Design Web Design Woodshop 1A	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1A Woodshop 2A Stage A Parent/Child Development Beginning Clothing Clothing & Textiles	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1B Woodshop 2B Stage A Parent/Child Development Beginning Clothing Clothing & Textiles

			House Interior Design Fashion Design Fashion Merchandise	House Interior Design Fashion Design Fashion Merchandise
Graduation Req't	Health	Health	Health	Health
Misc. Electives	Life Skills	Life Skills	Academic Decathlon Adult School Community College Class Leadership Library Practice Tutoring Yearbook	Academic Decathlon Adult School Community College Class Leadership Library Practice Tutoring Yearbook

Subject Area (A-G Req't)	11 th Grade		12 th Grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English Language Arts (B)	American Literature AE American Literature H American Literature AVID American Literature Humanitas AE American Literature AP English Language A Journalism 1A Speech A Journalism 2A (Newspaper)	Contemporary Composition AE Contemporary Composition H Contemporary Composition AVID Contemporary Composition Humanitas AE Contemporary Composition AP English Language A Journalism 1B Speech B Journalism 2B (Newspaper)	AP English Literature A AE Advanced Composition H Advanced Composition AVID Composition Expository Composition Humanitas AE Advanced Composition Journalism 1A Speech A Journalism 2A (Newspaper)	AP English Literature B AE Advanced Composition H Advanced Composition AVID Composition Expository Composition Humanitas AE Advanced Composition Journalism 1B Speech B Journalism 2B (Newspaper)
Mathematics (C)	Algebra 1A Geometry A Algebra 2A AVID Geometry A H Algebra 2A Math Analysis A H Math Analysis A AP Calculus AB AP Calculus BC AP Statistics	Algebra 1B Geometry B Algebra 2B AVID Geometry B H Algebra 2B Math Analysis B H Math Analysis B AP Calculus AB AP Calculus BC AP Statistics	Algebra 1A Geometry A Algebra 2A H Algebra 2A AVID Math Analysis A Math Analysis A H Math Analysis A AP Calculus AB AP Calculus BC AP Statistics Advanced Applied Math	Algebra 1B Geometry B Algebra 2B H Algebra 2B AVID Math Analysis B Math Analysis B H Math Analysis B AP Calculus AB AP Calculus BC AP Statistics Advanced Applied Math
History-Social Science (A)	US History 20 th Century A H US History 20 th Century A Humanitas US History 20 th Century A AVID US History AP US History A Intro to Anthropology Intro to Psychology	US History 20 th Century A H US History 20 th Century A Humanitas US History 20 th Century A AVID US History AP US History B Intro to Anthropology Intro to Psychology	AP Government / Economics AP Macro Economics / Principles of American Democracy Principles of American Democracy AVID Principles of American Democracy / Economics Humanitas Principles of American Democracy / Economics	AP Government / Economics AP Macro Economics / Principles of American Democracy Economics AVID Principles of American Democracy / Economics Humanitas Principles of American Democracy / Economics
Science (D)	Chemistry A H Chemistry A Humanitas Chemistry A	Chemistry B H Chemistry B Humanitas Chemistry B	Physics A AP Physics 1A AP Physics 2B	Physics B AP Physics 1B AP Physics 2B

	AVID Chemistry A AP Chemistry A Physics A Physiology A H Physiology A AP Environmental Science	AVID Chemistry B AP Chemistry B Physics B Physiology B H Physiology B AP Environmental Science	Physiology A Humanitas Physiology A H Physiology A AP Environmental Science	Physiology B Humanitas Physiology B H Physiology B AP Environmental Science
Physical Education	Body Conditioning Marching Band JROTC Dance/Choreography Production Sports Team: Boys Basketball Varsity/JV Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball	Marching Band JROTC Dance/Choreography Production Body Conditioning Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer	Marching Band JROTC Dance/Choreography Production Body Conditioning Sports Team: Boys Basketball Varsity/JV Girls Basketball Varsity/JV Cheerleading Cross Country Drill Team Football Boys Soccer Girls Soccer Girls Tennis Girls Volleyball Water Polo (Girls/Boys) Boys Wrestling Off-Season Baseball Off-Season Softball	Marching Band JROTC Dance/Choreography Production Body Conditioning Sports Team: Softball Baseball Track and Field Swimming and Diving Boys Golf Boys Tennis Boys Volleyball Boys Soccer
Visual/Performing Art (F)	Calligraphy A Drawing A Design Craft A Cartooning/ Animation A Advertising Design Digital Image Production Painting A AP Studio Art AP Drawing A 2D & 3D Filmmaking 1A Filmmaking 2A Film Production A Music History/ Literature A Guitar A Advanced Band A Advanced Orchestra A (Strings only) Choir A Jazz Ensemble A Vocal Ensemble A AP Music Theory Intro Theatre A Theatre Improv A Director Theatre Theatre Production A Stage Design A	Calligraphy B Drawing B Design Craft B Cartooning/ Animation B Advertising Design Digital Image Production Painting B AP Studio Art AP Drawing A 2D & 3D Filmmaking 1B Filmmaking 2B Film Production B Music History/ Literature B Guitar B Advanced Band B Advanced Orchestra B (Strings only) Choir B Jazz Ensemble B Vocal Ensemble B AP Music Theory Intro Theatre B Theatre Improv B Director Theatre Theatre Production B Stage Design B	Calligraphy A Drawing A Design Craft A Cartooning/ Animation A Advertising Design Digital Image Production Painting A AP Studio Art AP Drawing A 2D & 3D Filmmaking 1A Filmmaking 2A Film Production A Music History/ Literature A Guitar A Advanced Band A Advanced Orchestra A (Strings only) Choir A Jazz Ensemble A Vocal Ensemble A AP Music Theory Intro Theatre A Theatre Improv A Director Theatre Theatre Production A Stage Design A	Calligraphy B Drawing B Design Craft B Cartooning/ Animation B Advertising Design Digital Image Production Painting B AP Studio Art AP Drawing A 2D & 3D Filmmaking 1B Filmmaking 2B Film Production B Music History/ Literature B Guitar B Advanced Band B Advanced Orchestra B (Strings only) Choir B Jazz Ensemble B Vocal Ensemble B AP Music Theory Intro Theatre B Theatre Improv B Director Theatre Theatre Production B Stage Design B
World Languages (E)	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish	Spanish 1B French 1B Spanish 2B French 2B Spanish 3B French 3B Spanish for Spanish	Spanish 1A French 1A Spanish 2A French 2A Spanish 3A French 3A Spanish for Spanish	Spanish 1B French 1B Spanish 2B French 2B Spanish 3B French 3B Spanish for Spanish

	Speakers 1A Spanish for Spanish Speakers 2A AP French Language A AP Spanish Language A AP Spanish Literature A	Speakers 1B Spanish for Spanish Speakers 2B AP French Language B AP Spanish Language B AP Spanish Literature B	Speakers 1A Spanish for Spanish Speakers 2A AP French Language A AP Spanish Language A AP Spanish Literature A	Speakers 1B Spanish for Spanish Speakers 2B AP French Language B AP Spanish Language B AP Spanish Literature B
Applied Tech	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1A Woodshop 2A Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1B Woodshop 2B Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1A Woodshop 2A Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise Foods	Introduction to Computers Advanced App. Computers Video Game Design Web Design Adv. Web Design Digital Media Accounting Marketing AP Computer Sci Woodshop 1B Woodshop 2B Stage A Parent/Child Development Beginning Clothing Clothing & Textiles House Interior Design Fashion Design Fashion Merchandise Foods
Graduation Req't	Health	Health	Health	Health
Misc. Electives	Academic Decathlon AVID 3 Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook	Academic Decathlon AVID 3 Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook	Academic Decathlon AVID Seminar (F Requirement) Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook	Academic Decathlon AVID Seminar (F Requirement) Adult School Community College Class Leadership Library Practice R.O.P Off Campus T.A. (Teacher Assistant) Tutoring Work Experience Yearbook

Students are encouraged to enroll in Honors or AP courses in subjects in which they demonstrate academic strength. ECRCHS will continue to encourage teachers to work with students to improve student success and retention in Honors courses, as this will ensure they are better prepared to make the transition into AP courses. In addition, ECRCHS is actively discussing the creation of additional summer bridge programs to prepare students for AP courses.

ECRCHS will continue to offer AP courses in 26 subjects and will explore the addition of other AP courses based on student demand and educational and career trends. For example, the Business and Technology department plans to offer AP Computer Science Principles starting in the 2016 – 2017 school year in response to student interest in the subject and the growing demand for careers in this field.

14. INSTRUCTIONAL METHODS AND STRATEGIES

El Camino Real Charter High School provides a standards-aligned, appropriate, challenging curriculum with the conviction that all students can learn. To this end, teachers implement various instructional methods and strategies to effectively deliver the curriculum to all students.

Teachers use Project-Based Learning across the curriculum which allows students and teachers to co-create knowledge and understanding. Project based learning takes place in every discipline as described by various disciplines in the section, *Curriculum and Instruction* (#13). A few of these projects are hands-on, such as, the simulation program in the Career–Vocational Education department in which the students participate in a two-day parenting exercise with an infant simulator to truly comprehend the challenges and complexities of adult responsibility. Students as part of the economics course participate in the Economic Summit, in which students act as economic advisors to various countries and the projects culminate with a school- wide event where teachers from all classes take their students through the various “countries” tasting the food and learning about the various cultures, economic climates, and political situations.

All courses have both individual and group projects. Another method that teachers implement is small group exercises that foster cooperation, interpersonal skill and exchange of peer-to-peer learning. The English department regularly uses this method to teach literary concepts: each group is responsible to analyze a concept and present it to their classmates and teacher. Students support their interpretation with textual evidence and are required to turn in individual work for evaluation by the teacher. Whole class discussion is regularly implemented in various courses such as, Mathematics, World Languages, and Science in the form of Socratic Seminar where teacher and/or students lead discussion of a document or concept in a structured manner. This strategy is particularly effective, as the faculty has received in-depth training in this instructional method.

Pacing and differentiation are instructional methods implemented across the curriculum. All students are actively encouraged to challenge themselves and take courses that both benefit and interest them. Each discipline is cognizant of students’ abilities and interests and makes every effort to maximize their engagement and success. For example, those students who are advanced in mathematics may take Calculus BC in their junior year and have the opportunity to take AP Statistics in their senior year, while those students who are not interested in studying higher mathematics but want a course that offers challenge and college credit may take AP Statistics without having taken AP Calculus. In the English department, teachers form heterogeneous groups so that differentiation happens not only in the form of extra support from the teacher but also within the group as more advanced students help those who are not as advanced. Conversely, the less advanced students may bring prior knowledge and experience, which may very well enhance the outcome of the group work. Teachers routinely accommodate individual needs of students, be it terms of extension of a deadline, modification of an assignment or computer usage in the classroom and/or the library.

ECRCHS also encourages teachers to collaborate across disciplines in order to demonstrate linkages between different subjects in the real world. ECRCHS teachers took part in the Skirball Center’s Teaching the World through the Arts. The program is aligned with LAUSD’s 2012–2017 Arts Education and the Creative Cultural Network Plan. These teachers presented their projects to the faculty at a professional development day and had the course moderator speak as well. The projects integrated art, science, technology and math; part of ECRCHS’s new STEAM initiative. In another project, an art and a science teacher collaboratively designed a thematic lesson titled the “The Art of Science” in which they

swapped classes and taught the artistic aspect of science, which students then applied to studies of flora and fauna. As part of their collaboration, these two teachers spearheaded ECRCHS's inaugural Earth Day Festival, with student submissions in poetry, drawing, painting, and graphic arts. Teachers from the Art, Science, History and English departments collected submissions from their students for the festival.

In the Humanitas Academy, several projects combine the arts and sciences. In ninth grade Humanitas, students created watercolor works that related to social and scientific issues. The project, "Power to the People: Visualizing Environmental Efficacy," crossed over between STEAM and another ECRCHS initiative, sustainability. ECRCHS defines sustainability as engaging in responsible behaviors that promote the long-term environmental, economic, and social well-being of our school and our community. Many of Humanitas's projects – e.g. the E3XPO, where students present research on a topic related to sustainability – connect social equity and environmental issues. Chemistry and Physics teachers coordinated a similar exposition where students demonstrated their research on solar energy and energy efficient model homes. This latter represented one of the attempts to integrate engineering into the STEAM and sustainability program.

Focus on literacy in the Common Core standards is reflected in ECRCHS's school-wide programs such as, Writing across the Curriculum in which every student from every discipline writes one essay a semester. The other program is Sustained Silent Reading that takes place every day for thirteen minutes. Research shows that both programs encourage and improve literacy. AVID serves those students who are college bound and are the first in their families to seek higher education. Humanitas, an interdisciplinary cohort program between English, Social Studies, Science and Art has a long, highly successful record here at ECRCHS. Additionally, technology is implemented in every course of study from core subjects to non-core subjects; the use of technology will be discussed in further detail in the next section (16). By making a rigorous and relevant curriculum accessible to all students, we attempt to prepare every student for college and/or career and make each of them a socially responsible and productive member of society.

15. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All of ECRCHS's courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) (www.corestandards.org). Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CA CCSS standards and designing lesson plans that ensure alignment to the CA CCSS .

16. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Technology is integrated across the curriculum at ECRCHS. Teachers have their students use the computer labs in every course. Classrooms are equipped with computers, projectors, enhanced audio equipment, and document cameras, which are used as teaching tools. In addition there are classroom sets of laptops in carts that are used on a rotating basis in classrooms. Teachers maintain websites, write blogs, and/or are present on social media pages to communicate with students and parents. Teachers also use software to both create assessments and analyze scores to inform their teaching. Teachers have personal laptops and use AIREs to take attendance and post grades.

Teachers receive technology training on a regular basis through professional development and support from the technology team, which with the availability of proper devices will prepare our students for the upcoming computer-based standardized tests. To that end, ECRCHS recently purchased 300 Surface tablets for teachers to use in their classrooms. Teachers will incorporate the use of these tablets into their curriculum, easing the students' ability to utilize computers for taking tests. Students in the Special Education program and the Alternative Education program will also use these devices. An additional 250 tablets were purchased for socio-economically disadvantaged students, who will be able to use the devices for academic purposes at home. LAUSD provided over 200 iPads for standardized testing; these may also be used in the classroom. All Surface tablets, iPads, and the school's five computer labs will be available for testing. Students with accommodations will have the option of using the tablets or regular desktop computers in the labs in smaller group settings.

Teachers are trained thoroughly in how to give computer-based standardized tests and they will in turn teach the methodology to their students utilizing the SBAC Secure Browser Practice tests. In addition to exposure to technology in several courses, all students take at least one computer literacy class. With the aforementioned support they will be ready to take the upcoming computer-based standardized assessments.

In addition to being prepared to take computer-based standardized tests, students at ECRCHS are prepared to be technologically savvy so that they can access information that will be useful and relevant and allow them to navigate their way successfully in the 21st Century. Technology is embedded in every course at ECRCHS: from elective classes to core classes of all levels. Internet sources are used in most courses for research. Mathematics courses utilize scientific/graphing calculators, document cameras and various computer programs. The English department uses document cameras to facilitate composition instruction. Elective courses, such as Life Skills, include technologically complex assignments such as the development of students' individual portfolios. The Social Studies and Mathematics departments utilize electronic translators while the World Languages department utilizes audio enhancement devices. The Science department collaborated online to create its own textbook to meet the needs of ECRCHS students. The Science department also conducts electronic test scoring using clickers, which enables teachers to actively respond to each student's unique level of skill development.

ECRCHS offers a wide variety of courses in technology, including Introduction to Computers, Video Game Design, AP Computer Science and several other courses. AP Computer Science Principles will be added in the 2016-17 school year. The technology department is making a renewed effort to enroll more female students in computer courses. To that end, the department asked female students to conduct a survey of their peers to determine how to create an environment that encourages female students to enroll in technology courses.

17. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED.) AND A-G 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.

Students are required to demonstrate mastery of standards in five core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing

arts. All of ECRCHS’s courses have been designed in alignment with the state standards including CA CCSS. With the exception of foreign language, graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better.

Subjects	HS Graduation <i>Grades 9 – 12</i> <i>(230 credits to graduate)</i>	UC/CSU “A – G” Requirements <i>Grades of C or better</i>
Social Studies <i>“A” Requirement</i>	30 Credits: World History AB US History AB Prin. Am Democracy Economics	2 Years: World History, US History (more recommended)
English <i>“B” Requirement</i>	40 Credits: English 9AB English 10AB Amer Lit/Cont Comp 12 th grade Comp/12 th grade Lit	4 years of college prep English
Math <i>“C” Requirement</i>	20 credits: Algebra 1AB Geometry AB (or Adv. App Math AB) OR 2 years college prep math	3 years: Algebra 1AB Geometry AB Algebra 2AB (more recommended)
Lab Science <i>“D” Requirement</i>	20 credits: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB)	2 years: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB) (more recommended)
Foreign Language <i>“E” Requirement*</i>	<i>Not a high school graduation requirement</i>	2 years of same foreign language (more recommended)
Visual/Performing Arts <i>“F” Requirement</i>	10 credits: Visual/Performing Art	1 year: Visual/Performing Art (Students must take the A and B portion of the same visual/performing art)
Electives <i>“G” Requirement</i>	75 additional credits	1 year or more advanced courses in math, arts, English, lab science, foreign language or social sciences
Applied Technology	5 credits	<i>Not a UC/CSU requirement</i>
Computer Course	5 credits	<i>Not a UC/CSU requirement</i>
Physical Education	20 credits	<i>Not a UC/CSU requirement</i>
Health	5 credits	<i>Not a UC/CSU requirement</i>
Total Credits	<i>230 total credits</i>	

a. Credit Recovery Opportunities

ECRCHS is committed to providing an appropriate and challenging educational program for 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 are 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 in this program are expected to master the skills and content necessary for success in colleges and careers and demonstrate mastery of standards in five 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 has 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.

ECRCHS also offers summer school courses for credit recovery. The summer school schedule changes each year, as it is driven by student demand for specific courses.

In addition to these credit recovery opportunities, an independent study program is offered to those students who are unable to attend school in the traditional five days a week format. This program 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 are 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.

b. Ensuring Transfer Students Can Meet Graduation And College Entrance Requirements

Counselors meet with new transfer students upon enrollment to update transcripts and conduct graduation checks. Counselors use the school information system, AERIES, to keep track of course requirements, and put together an individual graduation plan that prepares students for college admission.

18. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

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.

In March 2011, ECRCHS received a clear six-year WASC accreditation.

19. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

In compliance with California Education Code Section 52060(d)(iii), ECRCHS provides all students and parents/guardians with a course catalog or its equivalent, and informs parents/guardians about graduation and college entrance requirements as well as the transferability of courses to other public

high schools. This information is explained in the ECRCHS Parent-Student Handbook, which is available in the counseling offices and online. Both counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who are available to translate this information for Spanish-speaking parents.

ECRCHS has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University’s “A-G” course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools.

20. TRANSITIONAL KINDERGARDEN – N/A

ACADEMIC CALENDAR AND SCHEDULES

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.

21. ACADEMIC CALENDAR

ECRCHS follows the LAUSD school calendar in an effort to accommodate parents who have younger children in LAUSD elementary schools and middle schools. The LAUSD 2016-2017 school year calendar has not yet been released. Below is a tentative school calendar for the 2016-2017 school year; note that as the District reconsiders it’s first day of school policy, this may change significantly (i.e., a September start date).

Tentative School Calendar 2016-2017

August 11 and 12, 2016	Pupil Free Days
August 15, 2016	First Day of Instruction
September 2, 2016	Admissions Day (No School)
September 5, 2016	Labor Day (No School)
September 10, 2016	Back to School Night
September 11, 2016	Shortened Day Schedule
October 3, 2016	Rosh Hashanah (No School)
October 12, 2016	Yom Kippur (No School)
November 11, 2016	Veterans’ Day (No School)
November 21-25, 2016	Thanksgiving (No School)
December 14-16, 2016	Final Exams (Minimum Days)
Dec. 19, 2016 – Jan. 6, 2017	Winter Break
January 9, 2017	First Day of Second Semester
January 16, 2017	Martin Luther King Birthday (No School)
February 20, 2017	Presidents’ Day (No School)
March 31, 2017	Cesar Chavez Day (No School)
April 10, 2017 – April 14, 2017	Spring Break (No School)
May 29, 2017	Memorial Day (No School)
June 2,5,6, 2017	Final Exams (Minimum Days)
June 7, 2017	Senior Clearance Day (Minimum Day)
June 8, 2018	Graduation/Last Day of School (Minimum Day)

22. SAMPLE DAILY SCHEDULES

NORMAL SCHOOL DAY SAMPLE SCHEDULES

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	English 9	English 10	English 11	English 12	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Modern World History	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Elective	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378		

Honors Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Honors English 9	Honors English 10	AP/ Honors English 11	AP/ Honors English 12	59
Period 2 9:07-10:01	Geometry	Honors Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Elective	Elective/ AP Elective	Elective/ AP Elective	68

Period 4 11:39-12:33	Honors Biology	AP Biology	AP Chemistry	Physics	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Honors Modern World History	AP European History	Honors U.S. History	AP Government	54
Period 6 2:20- 3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):				378	

AVID Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	AVID English 9	AVID English 10	English 11	English 12 or AP English	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	AVID Study Skills 9	AVID Study Skills 10	AVID Study Skills 11	Elective	68
Period 4 11:39-12:33	PE	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Elective	AVID Biology	Chemistry	Physics	54
Period 6 2:20- 3:14	AVID Modern World History	Elective	U.S. History	AP Government	54
Total Instructional Minutes (without optional Period 0 and with passing periods):				378	

Humanitas Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0	Optional PE	Optional PE,	Optional PE,	Optional PE,	54

7:00-7:54		Elective, or AP	Elective, or AP	Elective, or AP	
Period 1 8:01-9:00	Humanitas English 9	Humanitas English 10	Humanitas English 11	Humanitas English 12	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Humanitas Modern World History	Humanitas U.S. History	Humanitas Principles of American Democracy	68
Period 4 11:39-12:33	Humanitas Drawing or Theatre	Elective or AP Course	AP Studio Art or other Elective	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Humanitas Zoology and Genetics	Humanitas Biology	Humanitas Chemistry	Humanitas Physiology	54
Period 6 2:20- 3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378		

Alternative Education Student

	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Inst. Minutes
Period 0 7:00-7:54				54
Period 1 8:01-9:00	English 10	English 11	English 12 or AP English	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	54
Nutrition 10:01-10:17				16
Period 3 10:24-11:32	Modern World History	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12				39

Period 5 1:19-2:13	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	54
Total Instructional Minutes (without optional Period 0 and with passing periods):			378	

SAMPLE PROFESSIONAL DEVELOPMENT SCHOOL DAY/EARLY RELEASE SCHEDULES

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:12-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	42
Period 1 8:01-8:44	English 9	English 10	English 11	English 12	43
Period 2 8:51-9:33	Algebra 1	Geometry	Algebra 2	AP Statistics	42
Nutrition 9:33-9:49					16
Period 3 9:56-10:38	Life Skills	Modern World History	U.S. History	Economics/ Government	42
Period 4 10:45- 11:27	PE	PE	Elective or AP Course	Elective or AP Course	42
Period 5 11:34- 12:16	Elective	Biology	Chemistry	Physics	42
Lunch 12:16- 12:55					39
Period 6 1:02-1:44	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	42
Total Instructional Minutes (without optional Period 0 and with passing periods):					288

SHORTENED SCHOOL DAY SAMPLE SCHEDULE

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes

Period 0 7:08-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	46
Period 1 8:01-8:49	English 9	English 10	English 11	English 12	48
Period 2 8:56-9:42	Algebra 1	Geometry	Algebra 2	AP Statistics	46
Nutrition 9:42-9:58					16
Period 3 10:05- 10:51	Life Skills	Modern World History	U.S. History	Economics/ Government	46
Period 4 10:58- 11:44	PE	PE	Elective or AP Course	Elective or AP Course	46
Lunch 11:44- 12:23					39
Period 5 12:30-1:16	Elective	Biology	Chemistry	Physics	46
Period 6 1:23-2:09	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	46
Total Instructional Minutes (without optional Period 0 and with passing periods):					313

MINIMUM SCHOOL DAY SAMPLE SCHEDULE

General Education Student

	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:19-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	35
Period 1 8:01-8:39	English 9	English 10	English 11	English 12	38
Period 2 8:46-9:21	Algebra 1	Geometry	Algebra 2	AP Statistics	35
Period 3 9:28-10:03	Life Skills	Modern World History	U.S. History	Economics/ Government	35
Nutrition 10:03- 10:19					16
Period 4 10:26-	PE	PE	Elective or AP Course	Elective or AP Course	35

11:01					
Period 5 11:08- 11:43	Elective	Biology	Chemistry	Physics	35
Period 6 11:50- 12:25	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	35
Total Instructional Minutes (without optional Period 0 and with passing periods):					248

23. INSTRUCTIONAL DAYS AND MINUTES

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
TK/K	No									0	36000	0
1	No									0	50400	0
2	No									0	50400	0
3	No									0	50400	0
4	No									0	54000	0
5	No									0	54000	0
6	No									0	54000	0
7	No									0	54000	0
8	No									0	54000	0
9	Yes	157	378	14	288	8	248	1	313	180	64800	65675
10	Yes	157	378	14	288	8	248	1	313	180	64800	65675
11	Yes	157	378	14	288	8	248	1	313	180	64800	65675

24. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.

Not applicable.

PROFESSIONAL DEVELOPMENT

25. TEACHER RECRUITMENT

As indicated in the LCFF State Priorities Table above (State Priority #1), all teachers at the Charter School are certified and have earned their California credential. Teachers in English, Math, Science, History-Social Science, World Language, Physical Education and Visual Performing Arts are credentialed in the disciplines they teach. Staffing of the small learning communities (Humanitas and AVID) takes place through discussion with selected faculty to determine their interest in these programs. Often these academies require extra coordination and time to create a unified educational experience for the students.

ECRCHS utilizes various strategies for conscientious recruitment. In addition to active postings and advertising with education job organizations such as EdJoin, CalJobs, and STARS, ECRCHS works closely with local university partners such as CSUN, Pepperdine and UCLA.

Hiring committees that include administrators, department chairs and employees are formed to review teacher and staff applications and conduct interviews. Applicants submit applications along with their resume, letters of references and copies of California credentials. The committee screens applications and schedules interviews with potential candidates. It is the practice of ECRCHS following an interview, to select candidates to demonstrate a teaching lesson in a classroom setting. After verifying professional references and other application requirements, applicants are then ranked and recommended for hire to the Executive Director, who makes the final decision.

26. PROFESSIONAL DEVELOPMENT

The ECRCHS faculty and instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers through afternoon professional development in-service trainings. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development ('TPD'), which "is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature" (p. 130). On a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (such as social justice) and present solutions to their fellow faculty members. Another example includes special education instructors providing tools and techniques to help their colleagues better address the needs of students who have differing abilities.

All teachers participate in Professional Development Days twice a month, and the schedule is shared with all staff before the start of the school year. At these Professional Development Days we utilize our teachers who have a variety of expertise in areas such as differentiating instruction, integrating technology, using depth and complexity icons, thinking map skills, strategies for behavior support, and more.

Professional development meetings are also used for vertical planning within departments, and subject level planning to create long-term and short-term goals. Additionally, teachers look at current student data to help drive instruction to ensure universal access and success for all students. Teachers meet in their content specific groups to establish the guaranteed curriculum, share practice, evaluate strategies, develop common formative and summative assessments, examine data, and reflect on next steps.

Before the start of the 2014-2015 school year, teachers were invited to attend a three-day Common Core Training presented by a professional organization, Insight Education. All teachers of Advanced Placement classes have attended an advanced placement workshop presented by the College Board. Teachers of AVID students attend a week-long seminar presented by the AVID Institute. Humanitas teachers attend workshops presented by Great Books focusing on Common Core and Shared Inquiry Training in Common Core Standards.

Additional opportunities for Special Education teachers include academic support training and support in the areas of autism, self-regulation, motivation, and Non Violence Crisis Intervention. ECRCHS conducts ongoing in-services for special education. Our entire staff is trained about services and programs related to students with learning disabilities and how to implement accommodations and modifications in the general education classroom.

Starting in the 2015-2016 school year, ECRCHS has begun to conduct ongoing professional development trainings focused on social justice issues such as LGBTQ sensitivity. These trainings are led by both teachers and students. Prior to the start of the current school year, a panel of students presented to the entire faculty on social injustices they have experienced in their teenage years. This effort is being led by a group of passionate students and teachers who strive to promote tolerance and ensure that all students at the school feel safe, welcomed, and accepted.

At the end of each school year, teacher leaders and the administrative instructional team meet to analyze and identify needs of staff. Administrators and grade level teams meet to survey, discuss and identify strengths and needs of students, and our program. Data also is analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the department chairs and instructional advisors of each department, who work collectively in developing an annual staff development plan.

The faculty at ECRCHS has expressed a desire to be more involved in the planning of professional development opportunities, and ECRCHS has committed to the creation to two committees that will facilitate their participation. As outlined in Element 4, ECRCHS plans to start an Instructional Committee that will serve as a “think tank” for ECRCHS instructional practices; committee members will be responsible for researching educational theories and brainstorming how to best apply these theories in the classroom. An assistant principal will lead the committee, and members will include department chairs and academy lead teachers. It will be each member’s responsibility to disseminate information among his or her team/department. Within this committee, the school will create a *Professional Development Sub-Committee*; this committee will work with the Instructional Committee to create training sessions and materials for faculty professional development.

MEETING THE NEEDS OF ALL STUDENTS

27. ENGLISH LEARNERS

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.

a. Process for Identifying ELs

English Learners are a small portion of ECRCHS enrollment: in the 2014-2015 school year, ELs comprised 3% of the ECRCHS population. (cde.ca.gov/Dataquest (English Learner Enrollment)). The focus of the EL program is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready.

ECRCHS adheres to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at ECRCHS.

The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. ECRCHS staff notify parents of the school's responsibility to conduct CELDT/ELPAC testing and inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

b. Educational Program for English Language Acquisition

Recent data indicates that approximately 88% of the school's ELs, according to the July 2013-14 California English-Language Development Standards, are categorized as "advanced" or "early advanced" on the CELDT, and nearly all of the other ELs are "intermediate" English Learners (CDE Data Quest, CELDT). These categories, in terms of the new CA ELD Standards, translate to the "expanding" and "bridging" levels on the ELPAC.

Because the school's EL population is more advanced, the school focuses instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Two key components supporting ELs are identification and support from paraprofessionals and contracted service providers. This instructor provides ELs with the necessary counseling and academic planning necessary to ensure all ELs graduate college and career ready. All ELs have Individualized Learning Plans whereby English Language Development goals are identified and monitored. Newcomer students' specific needs will be assessed by the initial CELDT, which ECRCHS administers within mandated timelines. ECRCHS teachers are trained in the use of strategies to support ELs throughout instructional delivery and differentiated practice. In addition, ECRCHS hired in 2015 a bilingual guidance counselor who will service the EL student population.

c. How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC

ECRCHS bases its English Learner support program on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, ECRCHS will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

As guided by the CA ELD Standards, ECRCHS teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our EL Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

d. Services And Supports For English Learners, Including Instructional Strategies And Intervention

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. ECRCHS uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

ECRCHS provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and

scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. All students identified as ELs will participate in dedicated English as a Second Language instruction as one of their elective courses.

EL students also have access to grade-level academic content and practical language development through the multimedia and performing arts program. Through the interpretation of international classics and the creation of new musical, dramatic and computerized works, the EL students find another language to express their thoughts and human experience that can be considered universal.

e. Process For Annual Evaluation Of The School's English Learner Program

The Assistant Principal in charge of Curriculum at ECRCHS is responsible for ensuring the quality and success of all instructional programs, and reports to the Board monthly on progress towards academic goals, including serving EL students. The Principal conducts regular (at least quarterly) observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Principal works with relevant staff annually to review summative data on student progress, including our annual CELDT scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the CELDT/ELPAC.

f. Process And Specific Criteria For Reclassification

ECRCHS monitors student mastery of the ELD standards through the use of formative assessments. These assessments are given throughout the semester to adjust instruction or move forward depending on the level of mastery. This ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

Progress is a continuous cycle that is monitored throughout the whole school. All teachers are given language fluency data on their students. Rosters indicate EL students and Reclassified. For EL students, English and math teachers are given CELDT scores with guided information on how to interpret each scored category. For our EL and R-FEP students, English and math teachers are provided with prior academic grades each semester. Additionally, each counselor is responsible for monitoring their case load. This includes student contact throughout the year, parent contact, teacher contact and scheduling intervention as needed.

The ELD Coordinator reviews EL academic progress at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks

- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the ECRCHS Student Information System (Q), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria are as follows:

- Students must score a 3 or 4 in the four domains of the CELDT/ELPAC Test
- Students must earn a C or better in their English or ESL class.
- Students must score a Basic or above on the CAASPP, if given, or pass the English portion of the CAHSEE

g. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the CELDT/ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that ECRCHS provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide ECRCHS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas³:

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

³ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is ECRCHS's philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- Overall Proficiency: A general descriptor of ELs' abilities at entry to, progress through, and exit from the level;
- Early Stages: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- Exit Stages: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication: collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language: "Metalinguistic Awareness," or the extent of language awareness and self-monitoring students have at the level; and "Accuracy of Production," or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

ELs will continue to be re-evaluated annually using the CELDT / ELPAC assessments until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). ECRCHS sets a demanding reclassification target annually. The EL Coordinator serves as the CELDT / ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

h. Process for monitoring progress and supports for Long Term English Learners (LTELs)

The needs of LTELs are varied, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. ECRCHS prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention. In addition to the supports already embedded within the school's day: extra support classes, in English, Math, Study Skills and Test Prep, the EL and Intervention Coordinator

will provide alternative classes that are self-paced. These classes are planned with the student's learning level in mind and can alter the pace based on each student's mastery.

28. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

ECRCHS maintains a rigorous standards-based curriculum that is founded on department-designed units of instruction and periodic benchmark assessments. Teachers and counselors at ECRCHS use students' scores on periodic benchmark assessments, overall grades, individual work ethic, attitudes toward learning, and other factors to determine if a student is recommended for placement in a more academically challenging environment.

Students identified as high achieving in all forms of assessment are encouraged to enroll in Honors courses and Advanced Placement courses in their strong subjects or areas of interest. ECRCHS currently offers 12 Honors courses and 26 AP courses. The school reevaluates this course offering each year, making changes as necessary to reflect student need and interest. For example, the Business and Technology department plans to offer AP Computer Science Principles starting in the 2016 – 2017 school year in response to student interest in the subject and the growing demand for careers in this field.

Gifted and Talented students are also encouraged to join competitive academic teams such as Academic Decathlon, Science Bowl, and Robotics, as well as participate in academic competitions. For example, ECRCHS students compete with other schools in math contests through the California Mathematics League (CAML) and American Scholastic Mathematics Association (ASMA). In 2012 ECRCHS became a charter member of Mu Alpha Theta, which is a national high school mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete amongst each other and against other schools from around the country and internationally.

29. STUDENTS ACHIEVING BELOW GRADE LEVEL

ECRCHS has developed a framework for students achieving below grade level expectations that is demonstratively pre-emptive in our approach to intervention. In order to facilitate student achievement, ECRCHS will offer interventions to address each student's specific learning needs so he or she can attack the curriculum once the school year begins. Prior to ninth grade, each student's cumulative record, with great attention paid to California-mandated test scores will be reviewed. Students will take diagnostic tests in math and reading. This will aid in correct placement for students who demonstrate lower aptitude in some areas and will enable them to achieve at a level that is appropriate and consistent with their skills and ability level. Continuing students who have demonstrated a consistent pattern of low achievement will be assessed as to the reason for their low achievement.

During the summer before ninth grade, every incoming admitted ECRCHS student will have the opportunity to participate in a four to six week Summer Bridge program. Students will be assessed for their high school readiness, math, reading and writing abilities. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization. Diploma requirements will also be previewed so that students understand the credit-building goal to graduation.

Once ninth grade begins, these students will continue to receive proactive intervention through additional learning supports including before and after-School and Saturday tutoring and classes. Additional instructional strategies will be employed in order to maintain a high level of support for this student group.

The school will continue to offer optional CAHSEE workshops for students who have not passed one or both sections of the exam. (This is in addition to the required math class for students who have not passed the math portion of the CAHSEE.)

In English Language Arts, some students may have trouble writing coherently, which is required for the California High School Exit Exam ("CAHSEE"), for periodic assessments, and for all college-admissions tests. The literacy coordinator tutors students who continue to struggle with coherent writing in a writing lab. As a department, ELA teachers make themselves available to students during lunchtime, nutrition and after-school for tutoring. Some classes have either a collaborative assistant or additional special education teacher as well. Teachers deliver content while accessing different modalities or learning intelligences with a variety of assessments and assignments with an emphasis on breaking assignments into smaller, simpler assignments.

In Math, all students are required to complete two years of high school math; Algebra 1 and Geometry being the minimum requirements. (The combination could be Geometry and Algebra 2.) For the students who are having trouble with these subjects, alternate courses are offered. Advanced Applied math is a course offered to those students who are unable to pass Geometry. This satisfies their Geometry requirement for high school graduation. The Math Department has established a lunchtime tutoring program for all students who are having difficulties in their subject areas. ECRCHS also offers after-school math tutoring (3:30pm – 5:00pm) with math teachers and peer tutors.

Students are credit deficient for a variety of reasons. Some of the reasons include personal and/or family crisis, poor attendance, low academic skills or just poor choices. Students who are more than one semester behind their peers require additional strategy with a more personalized instructional setting specific to each student's academic needs. As detailed above, ECRCHS offers an Alternative Education program for students who are most deficient in credits. Therefore, students who are achieving significantly below their peers, defined as those who are 30 credits or more behind the four year pacing plan are offered another layer of intervention through classes that are self-paced and designed to allow each student to master the content based on their own learning level and not the pace of an entire class. This subgroup is referred to the Assistant Principal in charge of our Alternative Education program.

This comprehensive support program provides a tailored, self-paced educational format. Students identified for the personalized intervention setting will be expected to master the skills and content necessary for the success in colleges and careers. California Common Core curriculum and National Standards are embedded in the curriculum and lessons. Students are expected to demonstrate mastery of standards in four core academic subject areas: English Language Arts, history/social sciences, mathematics, and the natural science. All classes are taught by Highly Qualified Instructors on campus and monitored by an Assistant Principal.

ECRCHS also offers an Independent Study program for a small number of students; the program adheres to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3, as detailed above. The Independent Study

program 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 are taught and monitored by Highly Qualified teachers on site at ECRCHS. 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.

Students are assigned a Supervising Teacher who monitors the student's progress weekly and provides with equitable provisions and resources that all students enrolled at ECRCHS have. Additionally, the Assistant Principal reviews all students monthly.

For purposes of calculating average daily attendance for classroom-based apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and El Camino shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code 47612.5.

Students between the ages of 19 and 21 years old will not be directly enrolled into the IS Program, however, a student may turn 19 years old while already in the Program. In this event, the student would continue on working and following the IS Program just as they had since inception.

ECRCHS shall not charge any fees for students to enroll or participate in the Independent Study Program. Through the efforts of the counseling staff, Intervention Coordinator and Attendance Dean, the following steps are routinely taken:

- ❖ Parents are informed of the student's progress and academic challenges
- ❖ Students receive supplemental support in the areas needed. This includes: Peer and Teacher tutoring offered before, during and after school; study skills classes; summer school classes; after school English, math and social studies classes; and extra support classes in math and English.

The counselors and the Intervention Coordinator will identify students who are less than five classes behind their four-year pacing plan. These students are referred to the after-school classes, summer school and/or community college classes. Students who are more than a semester behind their four year pacing plan are referred to the Assistant Principle in charge of Alternative Education by the counselors or Intervention Coordinator.

Students who have fallen behind the four year high school pace will have the opportunity to retake classes that were failed and not move on to the next grade level class until they have been successful and demonstrated mastery. 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 which includes: standardized testing results, math and reading diagnostic assessments, previous class grades and credits along with personal academic and/or vocation goals. Student's class schedule will be determined based on these personalized learning plans. Each course required and outlined in the ECRCHS document will have added support as needed for the targeted student group. 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.

The Assistant Principal monitors students referred to ECRCHS's Alternative Education program. The self-paced educational program is designed to focus on the specific academic needs through a variety of strategies and structures. Student progress is monitored in a variety of ways. Teachers have a common planning time, which allows for weekly meetings to discuss, analyze, develop and implement instruction that increases student achievement. Progress Reports are distributed weekly, and parent/student conferences are scheduled with the Assistant Principal two to three times a year to ensure communication, progress and student achievement. The ultimate goal is for each student to graduate from ECRCHS and have a postgraduate plan developed. Steps to achieve the diploma include: increased state scores, increased attendance, and credit recovery.

30. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Approximately 19.4% of ECRCHS students qualify for Free- or Reduced-price lunch (CALPADS, 2015). ECRCHS's teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports. ECRCHS provides a number of field trips to colleges and universities, theatres, museums, and community events at no charge to students. Furthermore, the ECRCHS PTSA provides funding for yearbooks, dances, and senior activities for low-income students. These opportunities augment the instructional program and enhance the educational experience for all ECRCHS students.

STUDENTS WITH DISABILITIES

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 DECRCCHSee 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 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.

31. STUDENTS IN OTHER SUBGROUPS

ECRCHS offers a variety of support for students with extraordinary needs, such as foster youth, students in rehabilitation or pregnant and parenting students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, an option for Independent Study, and referrals to outside resources.

A TYPICAL DAY

32. DESCRIPTION OF A TYPICAL DAY

On a typical morning at El Camino Real Charter High School, students are greeted by an administrator or another adult. The demeanor of the diverse student body reflects the school's focus on learning as the students enter school cheerfully and with a purpose. Although the student body is quite large, and so is the campus, ECRCHS has a long tradition of operating in a very safe environment. This tradition is upheld with structures and regulations that provide multiple opportunities to learn and to be prepared for college and/or career in the 21st century.

For some students, the school day begins at 7 a.m., when students have the opportunity to participate in a zero-period class. For some, the school day ends at 10 p.m., with the final buzzer marking the end of a football game or when members of the highly acclaimed Academic Decathlon team finish their study session. For teachers, students, and all other members of the school community alike, the day often begins and ends with a renewed sense of purpose, urgency, and determination to maintain the school's reputation of excellence and to realize the goals stated in the school's mission statement.

On a typical day, a visitor to ECRCHS may well see the following:

- The entire school, including office staff and all other personnel, reading for twelve minutes at the beginning of third period. An exception to this Sustained Silent Reading is made for visitors who come to the offices during this period.
- A Physical Education teacher delivering to the Literacy Coach, a set of essays written by each of her classes as part of the Writing Across The Curriculum program.
- Students in a science class, guided by the teacher, engaged in a hands-on lab activity
- A teacher in one of the computer labs showing students how to use the internet for scholarly research they will need to complete a project in a course, such as, English Language Arts
- The Intervention Coordinator matching tutors with students who have asked for subject-specific support
- Students using manipulatives in a Geometry class in order to gain a better understanding of a standard being taught
- Coaches and coordinators organizing extra-curricular activities, such as, drama, baseball etc.
- Student-organized clubs gathering at lunch to discuss shared interests and/or plan an event
- The ECRCHS Video Production team working together to provide live-stream coverage of an upcoming sporting event;
- The interdisciplinary Humanitas teams meeting to create the next unit and/or project
- A Resource Specialist who is a co-teacher in a regular education course, providing extra help to a student
- Teachers meeting with Resource Specialists to discuss how to differentiate an assignment for a student with special needs
- Teachers, counselors, and support staff using the school's student information system to monitor student progress
- Teachers collaborating to develop innovative lessons plans that focus on topics such as Cyber Bullying, Solar Energy, s
- Teachers planning to incorporate technology into the courses they teach. For example, teachers in the Science department utilize electronic clickers to evaluate students' understanding of the subject material.

The master schedule is created to meet the needs of all students. The A-G curriculum, which is aligned with the California content standards and the Common Core standards, provides a rigorous and relevant education, ensuring that all students have access to a high-quality educational program that will prepare them with the skills needed for college and career success. Students also have access to a wide variety of resources in the College and Career Center. The academic counselors support the students' success in the classroom, and the registered nurse, school psychologist, social worker, and Intervention Coordinator collaborate to support the health and safety of all students. All students have access to a wide range of course offerings, and some students elect to join small academic programs (AVID, Humanitas, Careers in Entertainment Academy, Visual Performing Arts Academy, Alternative Education Program, Independent Studies Program) that cater to their specific interest and unique learning styles. Students also have access to ECRCHS'S extensive Advanced Placement course offerings. In the cafeteria, food service is provided by the school's selected vendor of nutritious, well-balanced meals and snacks.

On a typical day at El Camino Real Charter High School, students, faculty members, administrators, classified employees, and visitors can see tangible evidence that they have entered a learning zone.

INDEPENDENT STUDY PROGRAM

The Independent Study program assists 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. 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 adheres to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and ECRCHS shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If ECRCHS offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then ECRCHS is subject to the determination for funding requirement of §47634.2. ECRCHS shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non- classroom based instructional minutes.

Students between the ages of 19 and 21 years old will not be directly enrolled into the IS Program, however, a student may turn 19 years old while already in the Program. In this event, the student would continue on working and following the IS Program just as they had since inception.

ECRCHS shall not charge any fees for students to enroll or participate in the Independent Study Program.

Students who graduate from this program receive an ECRCHS diploma.

1. DESCRIPTION OF STUDENTS WHO ARE ELIGIBLE TO PARTICIPATE IN THE PROGRAM

Independent Study is an optional educational alternative in which no pupil may be required to participate and that students voluntarily select, including expelled students (Educational Code 48915). Any student enrolled at ECRCHS may opt for the Independent Study program. Parents and students must meet with the Assistant Principal to discuss this option and fill out the appropriate paperwork.

Upon approval by the parents/guardians, an IS Master Agreement is completed and signed by the student, parent, Supervising Teacher, all Highly Qualified Teachers assigned by courses, any Instructor who will be working with the student and Director. The Supervising Teacher will then create the new IS class schedule for the student.

2. TYPE OF INDEPENDENT STUDY MODEL AND SCHEDULE

For the non-traditional student, the IS Program provides an opportunity for comprehensive high school resources, offering core academics tailored for the individual. The same high academic standards and expectations of all ECRCHS classrooms are in place for each IS course. All standards-based academic courses comply with UC/CSU A-G requirements and focus on college-preparedness, with the ultimate goal of preparing each student for success beyond high school. All core courses are provided (math, social studies, science, language arts and foreign language). In addition, based upon the student's

incoming transcripts, ECRCHS' graduation requirements and the availability of credentialed teachers, the following electives may be available, but not limited to: Sociology, Psychology, Physical Education, World Geography, Home Interiors, and Neuroscience.

Each student's Supervising Teacher monitors the student's progress weekly and provides them with the same provisions and resources that all students enrolled at ECRCHS have. Additionally, there is time set aside each week for science labs, math tutoring, and art projects. All IS classes are taught by credentialed teachers that are part of the ECRCHS' teaching staff. ECRCHS will comply with pupils-to-certificated-employee ratio, with consideration of ISP students as part of the general population, and ensure that these teachers are NCLB qualified.

The IS Program allows for flexible and individualized pacing, as determined by the Supervising Teacher and each course instructor. Students are expected to meet with teachers once a week and turn in all assignments on time. In between class time, students communicate with teachers and staff via email.

IS students have full access to ECRCHS' tutoring, counseling, intervention and other supports as needed. While on campus, IS students are required to abide by the same rules stated in the ECRCHS Student Handbook.

In accordance with EC 51747(1), graded assignments are kept in each IS student's individual file. Completed classes are entered into transcripts throughout the semester and available for parents and students to view from their personal Aeries account.

3. CREDIT/GRADUATION REQUIREMENTS

Per EC 51745(e), "no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study." ECRCHS' Independent Study Program has the same graduation requirements as students in the general education program; ECRCHS seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies. All IS classes utilize the same texts and supplemental materials as site-based courses. IS students are required to take all state required tests, just as ECRCHS' general population students are (CAHSEE, CAASPP, etc.).

If a student fails a required course, he/she may take it for credit the summer immediately following. All courses taken for credit off-campus, regardless of the reason, require prior written permission from the school counselor. ECRCHS seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies.

4. MONITORING THE IS PROGRAM AND IS STUDENT PROGRESS

The Assistant Principal in charge of Independent Studies, reporting to the Executive Director, is responsible for monitoring IS students by scheduling a specific day of the week for them to meet on campus with credentialed teachers for instruction, questions and testing. Student progress is measured by a variety of assessments, both formal and informal, including tests, quizzes and essays, along with discussion of school work and assignments with teachers.

Assignments and exams are posted on the ECRCHS' Website under the Independent Study tab, according to class subject. Once completed, homework and tests are immediately graded and returned

to the student. Teachers then discuss grades and progress with students and parents. If there is limited or no progress, teachers will arrange a meeting with the student and parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success. Students are able to receive one-to-one assistance with teachers via appointment. Progress reports are provided to the students and parents/guardians every 5 weeks.

All records, including student schoolwork, are maintained by the Director of Independent Study. This facilitates immediate access for students, parents and auditors, and records are kept for a minimum of three years. Pursuant to EC 51747(b), "A written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school."

ECRCHS' Board of Directors will review the Independent Study Program on a quarterly basis.

5. ATTENDANCE AND ABSENCES

Students are required to meet with their Supervising Teacher once weekly on an assigned day to review assignments, assessments and pacing. ECRCHS complies with all Independent Study requirements of the California Department of Education to assign attendance credit, using the time value method of attendance accounting. Cal Ed. CodeSection 51747.5(b). If a student misses two consecutive meetings with their Supervising Teacher, or misses two assignments in any one class, the Assistant Principal will schedule a meeting with the student, his/her parent/guardian, Supervising Teacher and any other appropriate teachers (i.e. of the class in which assignments were missed) to discuss the student's compliance with the requirements of the IS program. Appropriate interventions may be arranged such as tutoring, attendance in study skills classes, or other supports. If the student continues to miss assignments or meetings, they will have the option to return to the general education program at ECRCHS if they are unable to meet the IS requirements. Students who choose to transfer to another school will be processed like any site-based transfer student. Paperwork is completed by the ECRCHS' Head of Attendance which includes the school the student plans to attend, the reason why the student is leaving as required by CALPADS, and a signature by the parent. The student is expected to return all textbooks and school materials, and an official transcript is issued.

6. TRANSCRIPTS

Student coursework and credits from the IS program will be reflected on student transcripts in the same manner as classroom based courses. As stated by the CDE's "Frequently Asked Questions Part Two": [S]hould independent study be designated on student transcripts? No. To designate "independent study" on the transcript suggests that it is an alternative curriculum, which is prohibited by EC Section 57145(3), which states, "Independent Study shall not be provided as an alternative curriculum." Furthermore, 5 CCR 11705.5(a) states that "the independent study option is to be substantially equivalent in quality and in quantity to classroom instruction" Both these sections make it clear that students who take courses via independent study are not to be viewed as having a different or inferior course of study.

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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 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.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Bransford et al (2000) state, “formative assessment, involves the use of assessments (usually administered in the context of the classroom) as sources of feedback to improve teaching and learning” (p. 140). Teachers at ECRCHS employ formative assessment across all disciplines from Physical Education to Mathematics and English to Art. One of the more frequent approaches for teachers falls under the general category of “checks for understanding”. The following table provides examples of this and other formative assessment techniques implemented by departments.

Formative Assessment Practice(s)	Explanation	Example	Department(s)
Whiteboards	Teachers use student responses to determine review strategies	Prior to a test, teachers have students use whiteboards to answer sample questions	Math
Reading checks	For reviewing previous night’s reading	Teacher questions at beginning of class to ascertain student comprehension of previous night’s reading	English
Warm-ups	Sample problems at beginning of class	Students complete a representative sample of problems to demonstrate understanding	Math, Science
Pop-quiz	Short assessment to determine student preparedness	Throughout the units, teachers give students unannounced quizzes	Various
Clickers	Technological tool to collect student responses	Chemistry teachers employ clickers to get a snapshot of student understanding of concepts and inform instruction	
Performance testing	Brief physical tasks to determine fitness and provide information for future activity	Students run one timed lap to indicate cardiovascular fitness and endurance, leading to an alteration in physical tasks	Physical Education
Feedback	One-on-one conversation between teacher and student	During creation of an artwork, performance of a piece (musical, dramatic), teacher provides detailed comments to improve student performance toward desired goal	Visual Performing Arts (among others)
Rough draft	Essay, project, paper turned in prior to due date for teacher comments and opportunity for student revision	In English, students submit an early version of a persuasive essay to have teacher provide feedback to improve their final draft	Various
Public speaking	Dialogue with teacher (or monologue in front of class) delivered by student in foreign language	Students give a short oral presentation, with teacher providing guidance on diction, pronunciation, enunciation – with follow up instruction for improvement	World Language

Shepard (2005) argues that formative assessment and instructional scaffolding are one in the same. Many ECRCHS teachers follow this terminology as well, discussing how they use scaffolding in their classrooms to help build student understanding. Shepard’s definition of formative assessment includes insights about a learner’s current understandings and using those insights to impact instruction for the purposes of developing greater competence. Similarly, scaffolding refers to supports that teachers provide during problem solving, such as reminders, hints, and encouragement to ensure successful completion of a task (Shepard, 2005). Shepard (2005) identifies four primary types of formative assessment: eliciting prior knowledge, providing effective feedback, teaching for transfer of knowledge,

and encouraging student self-assessment. Throughout ECRCHS, teachers employ the latter in their classes in an attempt to have students become self-driven learners.

DATA ANALYSIS AND REPORTING

The primary tool used for capturing student data is ARIES, a student information system. ARIES captures students' grades as well as their record of absences and trancies. In addition, the College Office recently began using Naviance, software that helps align student strengths and interests to post-secondary college and career goals.

Collection

- All results from school assessments are recorded in ARIES by faculty members.
- Students' absences and trancies are recorded in ARIES by attendance clerks.
- Students and college counselors enter all college data into Naviance.

Analysis

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions.
- The Charter School faculty will analyze data from all of the tools listed for individual students, as well as school-wide, at least two times per year.
- The Board will review the data and the faculty's analysis of it at least two times per year.

Reporting

- Results from all of the tools listed above are available for each individual student and his or her parents to view at all times via a secure web-based ARIES platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the school will publish a School Accountability Report Card ("SARC") that will be posted on the school's website and made available in the school lobby.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

ECRCHS has a common and standardized grading policy. Teachers, in collaboration with their departments, develop grading rubrics. Grading practices reflect individual student performance and progress toward mastery of the Common Core standards. A student's grade is individualized and does not reflect a comparison of that student's performance with the performance of other students. At the beginning of the school year, each classroom teacher provides students and parents with the course description or syllabus, which includes a list of the standards addressed in the course and the school wide grading criteria.

Our school issues academic progress reports every five (5) weeks through Aeries, with grades reported at 10 weeks and 20 weeks. These reports are accessible by all students and parents/guardians. These reports reflect student proficiency in grade level and subject standards. Student proficiency is evaluated

using multiple measures including teacher assessments, daily student work, portfolio/exhibits, final exams, and other specific assessments used to quantify student performance. Student progress reports reflect progress towards mastery of subject matter guided by Common Core standards. The progress reports also measure the student's cooperation and work habits, which are reported as "E" (Excellent), "S" (Satisfactory), or "U" (Unsatisfactory).

If a student falls behind in any course, his or her counselor flags the student in Aeries to trigger student and parent contact. Parents of students performing below/far below proficient performance are informed of support programs such as tutoring, after school study skills classes and other classes, summer school, and the Alternative Education Program.

ECRCHS takes grading very seriously; students are not allowed to participate in athletic and other school-sponsored extracurricular activities if their grade point average falls below a 2.0 or if they demonstrate unsatisfactory performance in cooperation.

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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.

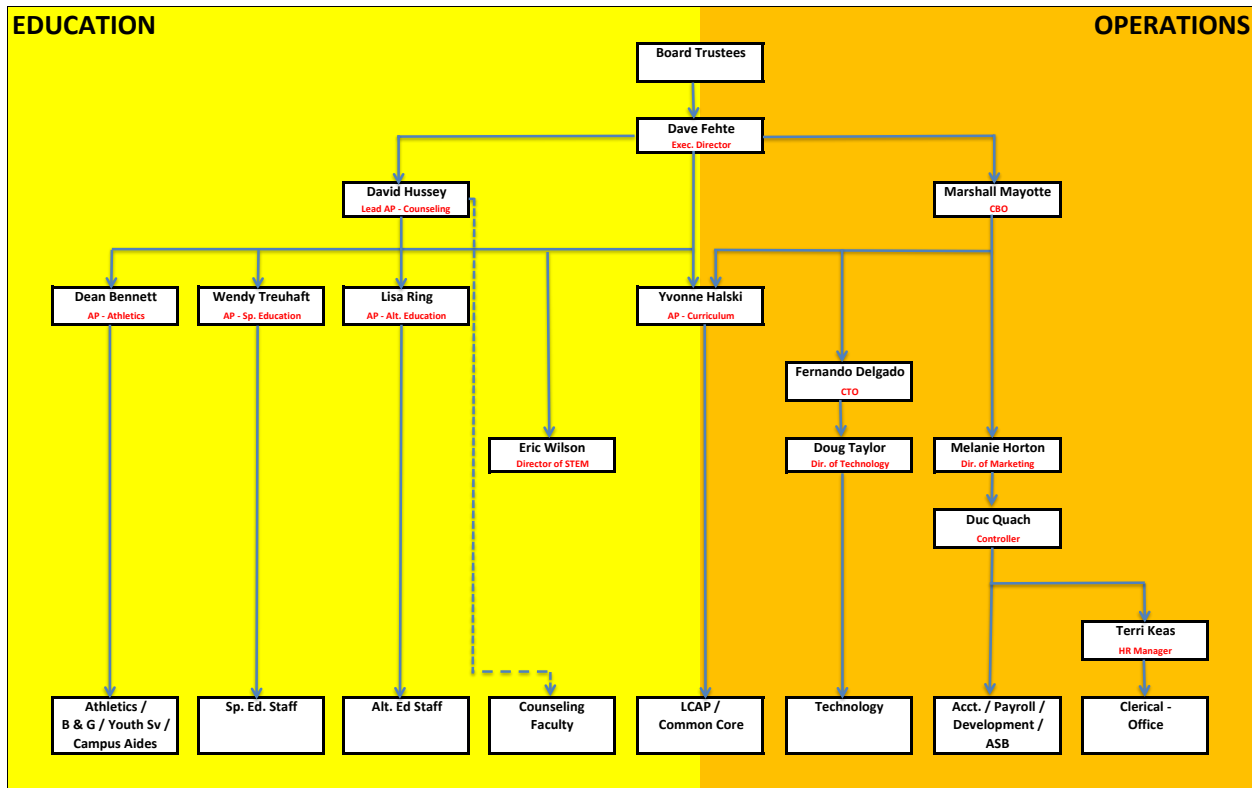
GOVERNANCE STRUCTURE

El Camino Real Charter High School is a direct-funded, independent charter school operated by El Camino Real Alliance, a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS.

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.

Attached, in Tab 3, please find the ECRA Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code Bridge Policy and Conflict of Interest Policy. ECRCHS is governed by the ECRA Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

1. ORGANIZATIONAL CHART



2. MAJOR ROLES AND RESPONSIBILITIES

Board of Directors

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and Chief Business Officer (“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; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

Executive Director

The Executive Director serves as the educational leader of the Charter School and the chief executive of ECRA. The Executive Director shall be responsible for the direction of the Charter School and of ECRA, relationships with stakeholders (e.g. community members, parents, students, staff, donors, 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 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;
- Guide the Charter School toward the fulfillment of its vision and future goals;
- Communicate with and report to the ECRA Board of Directors;
- Oversee implementation of policies established by the Board of Directors;
- Oversee all corporate finances, including those of ECRCHS, and take actions to ensure financial stability and accurate financial records;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Encourage and support teacher professional development;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Take responsible steps to secure full and regular attendance of all students enrolled in accordance with policies established by the Board of Directors;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote the Charter School in the community, encourage positive public relations and interact effectively with media;
- Take an active role in fundraising and grant writing for the Charter School;
- Ensure compliance with all applicable state and federal laws;
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Directors and/or the District;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District as needed;
- Present the independent fiscal audit to the ECRA 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.

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 ECRA or other appropriate employee or third party provider.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Charter School will be governed by ECRA’s Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors shall be composed of six (6) to eleven (11) directors, including the following stakeholders: At least two (2) community representatives⁴ elected by the Board; at least one (1) parent representative elected by the parent body (one vote per family); two to three (2 – 3) teacher representatives elected by all teachers; and one (1) representative elected by all classified employees. The parent representative shall not have a child attending a school operated by the Corporation. The teacher and classified representatives shall not be employed or compensated by the Corporation. This composition ensures that all stakeholder groups are represented at Board meetings, and that governance decisions reflect multiple perspectives and points of view, while also minimizing potential conflicts of interest.

The current ECRA Board is composed of the following members:

Name	Role	Category	Term Expiration
Jonathan Wasser	President	Teacher	June 2017
Odus Cladwell	Member	Teacher	June 2016
Peter Vastenhold	Member	Teacher	June 2016
Jackie Keene	Treasurer	Parent	June 2017
Donna “Obie” Slamon	Secretary	Community	June 2016
Vacant		Community	June 2017
Dennis Thompson	Member	Classified	June 2017

As outlined above, the Board shall have at least six (6) and no more than eleven (11) directors. All directors shall be elected as described above and as outlined in the Bylaws. All directors are to be designated at the corporation’s annual meeting of the Board of Directors. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been elected as required by the position as described below. Board members may serve two consecutive terms. After a one-term absence from the Board, an individual is eligible for election/appointment to the Board.

The Bylaws 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.

⁴ “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.

The Board shall strive to elect Board members who have a passion for education and a genuine interest in dedicating their time to make ECRA the best it can be. The Board shall strive to elect Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

Professional development opportunities, such as attending workshops through the California Charter School Association (“CCSA”), will be made available to the Board.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. At an annual meeting, the Board will set the calendar for upcoming Board meetings for the year and publish the schedule on its charter schools’ websites. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be physically posted and posted on the ECRCHS website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted in the same manner at least 24 hours before the meeting.

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 charter schools are established.

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 (if any), 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

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location, and;
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

STAKEHOLDER INVOLVEMENT

School Committees

ECRCHS believes strongly in proactive stakeholder engagement, and shall create annual and temporary committees to focus on specific or ongoing tasks and/or policies. Following the conversion to a charter school in 2011, there was a lack of planning and interest around some of the proposed committees, and these committees stopped meeting or never came to fruition. Upon commencement of our second five-year term, ECRCHS will strive to create and maintain the following school committees.

Charter Advisory Committee: This committee will serve as the liaison between all stakeholders (teachers, students, staff, parents, administrators) and the ECRA Board of Directors. Committee members will be responsible for monitoring the Charter School's adherence to the plan set forth in the charter renewal petition. The Charter Advisory Committee will also have the duties of reviewing all policies and decisions made by or voted upon by the Governing Board to ensure the decisions conform with the guidelines and policies outlined within the charter and to ensure that any subsequent policies established are aligned with this charter. In addition, this committee will participate in the next charter renewal process. This committee will report to the Executive Director and is solely advisory in nature.

Instructional Committee. This committee will serve as a "think tank" for ECRCHS instructional practices; committee members will be responsible for researching new educational theories and brainstorming how to best apply these theories in the classroom. An Assistant Principal will lead the committee, and department chairs and academy lead teachers will be encouraged to join. It is each committee member's responsibility to disseminate information among his or her team/department.

Within this committee, ECRCHS may create a *Professional Development Sub-Committee*; this committee will work with the Instructional Committee to create training sessions and materials for faculty, and may present this information at professional development sessions.

Budget & Finance Committee: The purpose of this committee is to ensure all stakeholders understand the Charter School's financial situation and current budget. Financial reports are produced on a quarterly basis, so this committee will review either quarterly reports or monthly updates. The Chief Business Officer will lead this committee.

The following committees are in operation at this time:

LCAP Committee: This committee convenes each year to produce the annual LCAP update. Membership includes representatives from each academic department, as well as counselors, parents, students, and at least one administrator, as this ensures that all stakeholders' interests are reflected in the document. The committee reviews the previous year's LCAP and evaluates progress toward goals, and determines new goals and metrics for evaluation.

Any additional school Committees may be established as needed. These may include, but are not limited to: Testing and Performance, Sustainability/STEAM, Student Discipline, Technology, Student Affairs, Athletics, Operations, School Food, and Community Relations and Media.

Committee Membership: All teachers will be strongly encouraged to participate in at least one committee each year. An Assistant Principal will provide a sign-up sheet for all committees at the first faculty meeting. All departments will be encouraged to have one department representative on each committee, as this will ensure that information is disseminated throughout the faculty. Department chairs and program leaders may be asked to participate in certain committees.

In addition, the ECRCHS administration team will reach out to classified staff, parents, and Student Council to encourage membership from these groups.

Each committee will be led by at least one administrator.

Parent Participation

Parent participation plays a vital role in the effectiveness and quality of our program. The Parent Teacher Student Association ("PTSA") and "Friends of ECR" groups volunteer at Charter School events and fundraise for scholarships, facilities improvements, staff appreciation events, and other activities. We will encourage parents to maintain and grow the existing parent groups.

Parent Involvement in Governance: In addition to maintaining parent representatives on the Board, parents are encouraged to join school committees. There was one parent representative present at the LCAP Committee meetings and the Charter Renewal Committee meetings in the 2014-2015 school year. ECRCHS will continue to communicate with parent groups to encourage parent participation in these and other committees in the future.

Parents will also be encouraged to contribute volunteer time to the Charter School. The Director of Marketing shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; participation in committees; attendance at Charter School Board meetings; participation in the planning of fundraising or other special events; or, other activities. No child will be excluded from the Charter School or any school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

In addition, ECRCHS strives to improve communication between school officials and parents. To that end, ECRCHS will revitalize the "Coffee with the Principal" program and expand it to become the "Coffee with an Administrator" program. Each month, a different administrator will be available for one hour to speak with parents on an informal basis and address their questions, comments, and concerns.

Parent organizations such as the PTSA and Friends of ECR will have access to school facilities for meetings and other events.

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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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Since converting to a charter school, the employment of teachers continues to be subject to the terms of a collective bargaining agreement (CBA) negotiated between ECRCHS and United Teachers of Los Angeles (UTLA). ECRCHS will comply with grievance procedures as outlined in existing CBAs.

EMPLOYEE POSITIONS AND QUALIFICATIONS

As illustrated in the ECRCHS Organizational Chart provided in Element 4, the employee positions at ECRCHS fall into one of two functional categories: education and operations. A few positions fall under both categories. Below please find a complete list of job descriptions and qualifications for current positions. The Board reserves the right to alter these job descriptions and/or create new job descriptions as necessary in order to most effectively staff the school.

Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. All employees will be required to meet background check, certification and TB clearance requirements as required under applicable laws (see Element 6).

Staff Selection Procedures

As an independent charter school, ECRCHS makes personnel decisions that adhere to any applicable collective bargaining agreements in place as well as applicable state laws.

When teacher, administrator or classified vacancies occur, ECRCHS will establish an ad hoc Hiring Committee, which shall:

- Announce openings
- Recruit applicants
- Request resumes
- Interview and select candidates

The ad hoc Hiring Committee may consist of stakeholder representatives including the administrators, teachers, classified staff, and parents.

ECRCHS will ensure that all new employees comply with applicable credential/certification verifications and health/safety requirements (See Element 6). All employees who handle, process, or otherwise have responsibility for ECRCHS funds, supplies, equipment, or other assets will receive Fidelity Bond Coverage maintained by ECRCHS. An employee will not be permitted to begin work until all of the above requirements have been met.

CREDENTIALLED EMPLOYEES

Executive Director

The Executive Director serves as the educational leader and chief executive of ECRCHS. The Executive Director is the Charter School's top ambassador; he is responsible for ensuring that the Charter School stays true to its mission and for guiding the Charter School toward the fulfillment of its vision and future goals. The Executive Director oversees all educational and operational functions of the Charter School, including but not limited to the direction of the instructional program, the evaluation of staff, and the operation of the school facility. The Executive Director is responsible for delegating tasks to his team of Assistant Principals and business staff. The Executive Director is expected to participate in school activities and engage in proactive and positive community leadership. The Executive Director reports to the ECRCHS Board of Directors.

The Executive Director of ECRCHS shall hold an appropriate Administrative Services Credential authorizing service as a Principal at the secondary school level. The Executive Director must also possess training in the broad aspects of school administration, instructional strategies, and curriculum development. A minimum of five (5) years of teaching experience and five (5) years of administrative experience is required. Experience in a traditional public school or charter school setting is preferred. An applicant without a current Administrative Services Credential may be considered only if the applicant provides evidence of five or more years of public school administrative experience.

The Executive Director shall perform assigned tasks as directed by the ECRCHS 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 that the charter school stays true to its mission
- Guide the charter school toward the fulfillment of its vision and future goals
- Communicate with and report to the Charter School Board of Directors
- Oversee implementation of policies established by the Board of Directors
- Oversee school finances and take actions to ensure financial stability and accurate financial records;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal
- Encourage and support teacher professional development

- Ensure that appropriate evaluation techniques are used for both students and staff
- Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors
- Oversee student discipline, and as necessary participate in the suspension and expulsion process
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Promote the Charter School in the community, encourage positive public relations and interact effectively with media
- Take an active role in fundraising and grant writing for the Charter School;
- Ensure compliance with all applicable state and federal laws
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- 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

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 School or other appropriate employee or third party provider.

Lead Assistant Principal

In addition to the duties of an Assistant Principal, the Lead Assistant Principal oversees the team of Assistant Principals and supports their needs. The Lead Assistant Principal coordinates day-to-day operations with the Executive Director, and collaborates with the Assistant Principals to ensure the school runs smoothly and that student and faculty needs are met. The Lead Assistant Principal also hears any appeals that may arise throughout the school year.

Assistant Principals

The ECRCHS team of Assistant Principals supports the Executive Director in various functions. The Assistant Principals carry out the school's educational vision and provide support and resources for teachers and students. At ECRCHS, our five Assistant Principals each oversee a specific area: Curriculum & Instruction, Counseling, Athletics & Facilities, Special Education, and Alternative Education.

The collective responsibilities of the Assistant Principals include:

- Implement, supervise, and monitor core and supplemental instructional programs leading to continuous student learning improvement and student mastery of California CCSS and other state content standards
- Support school leadership teams in developing long and short-range plans for academic achievement
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, standard English learners, gifted and talented students, and students with disabilities
- Serve as an instructional team resource to teachers, parents, and students

- Oversee professional development and ensure that the professional development plan prepares teachers to master California CCSS and other state content standards, and is aligned with the Single Plan for Student Achievement and the District’s Master Plan for English Language Learners
- Prepare the annual Local Control Accountability Plan
- Oversee school wide testing
- Prepare the school’s master schedule and summer school schedule
- Recommend and implement student intervention or disciplinary actions in accordance with the Education Code, and the school’s student responsibility code
- Assist the Executive Director in meeting state and federal mandates and to ensure instructional monitoring and compliance needs
- Oversee student services, extracurricular activities, and all school athletics
- Assist in formulating, interpreting, and implementing the school’s administrative policies
- Organize, assist, and implement the school’s safety plan and ensure compliance with mandated child abuse reporting
- Manage the school physical plant and coordinate all campus work with the plant managers

Assistant Principals must meet the following requirements:

- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university
- At least four semester units in multicultural education or equivalent study
- At least five years of successful full-time public school certificated service
- At least three years as a teacher in a K-12 public school program
- A valid California K-12 Teaching Credential requiring a bachelor's degree and a program of professional preparation, including student teaching
- A valid Administrative Services Credential authorizing K-12 service

Teachers

The credentialed teaching staff is responsible for planning, developing, and implementing appropriate curriculum, and teaching specific subjects for which they are appropriately authorized. Teachers must instruct in accordance with the requirements of approved courses of study and at a rate and level commensurate with established student progress expectations for all subgroups, using adopted textbooks and other instructional materials authorized for such courses.

In addition, teachers must hold a current 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(l). 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.

ECRCHS teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Other responsibilities of the teaching staff include:

- Communicate regularly with parents and staff regarding students' progress
- Collect information about individual students’ academic strengths, needs, and progress for use in planning
- Design activities to engage students in cognitively challenging work aligned to standards

- Use resources that will promote high levels of learning and student engagement in the classroom environment
- Closely monitor student learning in order to understand how students are progressing toward their learning objectives
- Establish a classroom environment that is safe and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students

Accordingly, a teacher of core academic subjects must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Have a State credential, or an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential
- Demonstrate core academic subject matter competence

In addition, teachers who desire a position with ECRCHS must be willing to:

- Serve as an ambassador for ECRCHS in the community
- Strive to implement the ECRCHS mission and vision
- Collaborate with other teachers at the school
- Communicate and work collaboratively with parents
- Participate in professional development opportunities and engage in continuous reflection of the goals and methods of education at ECRCHS
- Be trained in the current and future teaching practices used at ECRCHS
- Keep abreast of new developments in educational psychology, current learning theories/concepts, and developmentally appropriate practices
- Participate in at least one committee each school year as part of a commitment to school governance

Counselors

Counselors provide guidance services to students for the early identification and intervention for barriers to academic achievement. They work directly with students to evaluate their abilities and interests to develop academic goals that will lead to future college and career successes. Counselors collaborate with parents, teachers, and school administration, including the College Counselor, to implement strategies to help students develop knowledge, skills, and attitudes that promote personal, emotional, and academic growth. The Counselor's responsibilities include:

- Help students effectively utilize the educational opportunities of the school
- Recommend available resources within the school, school system, and community to meet the needs of individual students (and assist in making such referrals and contacts)
- Maintain accurate records documenting student progress towards graduation such as mini-cums, grade checks, and Individualized Graduation Plans
- Provide individual and group counseling and guidance to students in the academic, personal-social, and career domain
- Participate in the decision-making process as it relates to the educational plan for each student
- Articulate with feeder schools and assist with the development of transition programs to support student successful student matriculation between grades and school levels
- Develop programs to address student attitudes, understanding of self and others, communication skills, goal-setting/decision-making, career awareness, college preparation, and post-secondary planning

The Counselors must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology

College Counselors

The College Counselors are responsible for administering all aspects of the college search and admissions process. The College Counselor's responsibilities include:

- Educate students and parents about colleges and the college admissions process
- Meet with juniors and seniors, individually and in groups, to discuss the college application process and provide advice on individual college choices
- Advise 9th and 10th graders on curricular choices, and work with international students to understand US college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the campus and facilitate meetings between college representatives and students
- Lead workshops and information sessions that focus on various aspects of the college application process, such as academic programs, financial aid, scholarships, and decision making
- Organize, manage and implement the annual College Connection Fair
- Keep students and parents informed about test dates, college application deadlines, and college information sessions through letters, emails, and other forms of communication
- Maintain and share information on colleges, college guides, scholarships, and financial aid with other school officials, students, and parents
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual profile of the school, as well as information on grade distributions in junior and senior courses and courses offered
- Work with the enrollment office to maintain records on seniors, including GPA and transcripts
- Keep track of admission decisions and statistics, and report this data as necessary
- Keep abreast of issues and trends in college admission, higher education, and testing, and share this information with the school's employees and administration team
- Maintain membership in professional organizations such as the College Board
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Help to administer AP and PSAT exams

The College Counselors must meet the following requirements:

- Bachelor's Degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Experience in college admissions is a plus

Intervention Coordinator

The Intervention Coordinator works with administration, counselors, and deans to guarantee that students receive supplemental support services in content areas where they struggle most. The Intervention Coordinator also works closely with teachers to ensure student learning and maximize achievement. The Intervention Coordinator's responsibilities include:

- Coordinate with counselors and the Transdisciplinary Support Team to review the documentation of interventions and student progress
- Work with teachers to monitor student progress and ensure an environment conducive to the intellectual, physical, social, and emotional development of students
- Regularly check report cards and identify students requiring academic intervention
- Design and implement specific strategies that promote intellectual, social, and physical growth in all identified intervention students
- Work with the Deans to coordinate intervention plans and consequences
- Work with the Alternative Education Program for students requiring a different learning environment
- Collaborate with local community service providers as needed to support students
- Support teachers in documenting students' progress
- Work with the Special Education Coordinator, School Psychologist, and SST to facilitate eligibility for special education
- Educate students about the skills and characteristics needed to succeed in high school
- Incorporate district initiatives (adopted programs/policies)
- Hold regular student and parent conferences
- Teach 7th period Study Skills class and hold lunch time tutoring

The Intervention Coordinator must meet the following requirements:

- Bachelor's Degree from an accredited college or university
- Single subject teaching credential
- Strong oral and written communication skills
- Other outside of classroom experience preferred

Student Support Services Coordinator

The Student Support Services Coordinator provides and coordinates services for the school's special education program. The Coordinator's responsibilities include:

- Coordinate the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services
- Monitor progress and achievement of Modified Consent Decree (MCD) outcomes with regard to related services
- Integrate related services into general and special education programs to meet student needs in the least restrictive environment
- Coordinate, plan, and implement professional development for related services providers
- Supervise related services personnel to ensure compliance with special education laws and regulations
- Review, disseminate and provide instruction on all LAUSD procedures and protocols as related to Individualized Education Program (IEP) writing and implementation
- Provide professional development for teachers and classified staff
- Collaborate with special education teachers in order to determine appropriate services and placements in students' IEPs

- Handle parent concerns about their student's IEPs and programs
- Collaborate with general education teachers on matters dealing with IEP implementation in the classroom
- Apply for PSAT, ACT, and SAT accommodations from the College Board
- Hire, train and appropriately place all special education assistants with assignments in classrooms and with individual students

The Special Education Coordinator must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California Special Education Credential
- Eligibility for Administrative Services Credential preferred

Career and Transition Coordinator

The Career and Transition Coordinator manages the planning and delivery of transition services for all students with disabilities in order to prepare these students for success after high school graduation. The Coordinator provides transition instruction and assessment, makes connections or referrals to outside agencies, assists students with post-secondary planning, and runs supported work programs, amongst other duties. The Coordinator's responsibilities include:

- Coordinate and/or conduct assessment, instruction, and services for transition age students, to determine eligibility and access to various community agencies
- Train, monitor, and support appropriate school personnel in the provision of transition related activities
- Assist staff with lesson plans that focus on resumes, job search techniques, and related subjects.
- Facilitate job development, placement, and follow up services for student workers in supported work programs
- Provide opportunities for all students to gain access to employment opportunities and develop workplace skills (e.g. Annual Career Fair in partnership with local Chamber of Commerce)
- Provide direct instruction in post-secondary options to students with disabilities
- Assist the Department of Student Support Services in meeting Modified Consent Decree and other division mandates
- Represent transition services in IEP meetings as needed
- Coordinate and manage Medi-Cal reimbursement programs

The Career and Transition Coordinator must meet the following requirements:

- Minimum five years teaching experience with no less than three years of successful classroom teaching experience in a special education setting
- Valid California teaching credential
- Master's Degree Preferred
- Experience in the use of technology (Welligent, MyData, ARIES, Microsoft Office) as an instructional tool
- Knowledge of transition services for students with disabilities
- Excellent collaboration and outreach skills
- Excellent instructional, interpersonal, oral and written communication skills

School Psychologist

The School Psychologist provides psychological services to both general education and disabled students and develops individual case studies of students to determine eligibility for special programs. The responsibilities of the Psychologist include:

- Assist in the development of behavior support plans and functional behavior assessments
- Consult with school personnel, parents, and others concerned with the progress of students and provides both individual and group counseling
- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning
- Interpret the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students
- Evaluate the results of tests in relation to the cultural, environmental, and language backgrounds of students
- Participate in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs
- Assist in developing a written individual educational plan for students who are eligible for special education placement and/or service
- Assist in developing recommendations regarding eligibility, program placement, and cognitive experiences for the Gifted/Talented Program
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment
- Provide psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team

The School Psychologist must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Master's Degree in school psychology
- Experience as a school psychologist, school counselor, or teacher in a public school setting is a plus

Athletic Director

The Athletic Director supervises, coordinates, and develops the school's athletics program. The Athletic Director's responsibilities include:

- Assess the school's athletic program and student activities coordination
- Coordinate with the Administrative Director in regards to coaching and activities assignments
- Schedule all athletic events in coordination with the school's master calendar
- Manage athletic department budgets with Administrative Director
- Ensure the proper function, safety, and sanitary conditions of athletic facilities
- Attend and supervise athletic events of the school
- Collaborate with physical education department to set up facilities for all student activities and athletic events
- Maintain accurate records of first aid and CPR training for all coaches
- Maintain accurate records of student physicals, medical needs, and eligibility
- Arrange transportation for all student activities/events in coordination with coaches and Administrative Director
- Arrange for all game officials for all home athletic events
- Ensure that all rules, regulations, and directives in respect to the activities and athletics programs of the school are strictly enforced

The Athletic Director must meet the following requirements:

- Bachelor's degree from an accredited college or university
- California Single Subject Credential
- Ability to work collaboratively with coaches and administration
- Ability to communicate effectively in writing and orally with all stakeholders

Deans

The Deans implement the school wide plan for creating a positive culture of behavior at the school, as well as administer discipline in accordance with the school's discipline and attendance policies.

Responsibilities of the Deans include:

- Provide and supervise in a fair and consistent manner effective discipline systems with high standards, consistent with the philosophy, values, and mission of the school, in accordance with due process and other laws and regulations
- Notify appropriate personnel and agencies immediately, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids
- Establish a professional rapport with students and staff
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school
- Maintain open lines of communication with neighboring schools in order to better serve the student population
- Help with the appropriate placement of at-risk students by communicating with counselors and Alternative Education program staff
- Refer students and parents to help groups such as B.I.L.Y. (Because I Love You)
- Meet with parents regarding student discipline and attendance issues
- Encourage teachers to seek Deans' help when confronting behavioral problems in the classroom, especially when teachers are new to the school
- Ensure a safe, orderly environment that encourages students to take responsibility for their behavior and creates high morale among staff and students
- Maintain positive, cooperative, and mutually supportive relationships with school staff and parents
- File required reports regarding violence, vandalism, attendance, and discipline matters

The Deans must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Eligibility for Administrative Services Credential Preferred
- California Single Subject Credential

Librarian

The Librarian performs informational and clerical duties in library media centers or administrative office.

The Librarian's responsibilities include:

- Direct and maintain cataloging and circulation functions in an automated system
- Direct and conduct inventories to prepare information for collection development
- Locate and verify bibliographic information for materials acquisitions, prepare ordering documents, calculate costs, and follow up on all orders

- Use the school's centralized computerized library system and print-based resources to locate and verify bibliographic and cataloging information
- Collaborate with teachers to create lesson plans that enhance students' research skills
- Ensure an atmosphere conducive to individual and group inquiry, research, and study
- Develop collection to reflect cultural diversity, through selection and acquisition
- Perform clerical tasks, such as shelving and maintaining an attractive, inviting library media environment
- Assist in maintaining school library media collections for automation
- Prepare forms and letters and generating reports pertaining to library media center functions
- Prepare for the opening of the library media center so that services are available from the first day of school until the last day of school
- Answer reference questions and assist students and teachers in locating and using library media materials
- Collect money for overdue, damaged, or lost library media materials, and keep a record of money received
- Prepare bindery orders, requisition supplies, and keep acquisition and circulation statistics.
- Train and review the work of lower-level library media center employees, student workers, and service students
- Provides necessary in-service training for the effective use of media resources, technology, equipment, and use of media center

The Librarian is required to meet the following requirements:

- Bachelor's degree from an accredited college or university
- Library Media Teacher service credential
- One year of library media experience
- Knowledge of:
 - Library media terminology and processes such as book ordering procedures and inventory methods
 - Bibliographic sources
 - Standard reference materials
 - Catalog card formats
 - Recordkeeping and report preparation techniques
 - Microsoft Office
 - Web browsing techniques
 - Operation of audio-visual and digital equipment

School Nurse

The School Nurse provides nursing services at El Camino Real Charter High School. The Nurse's responsibilities include:

- Counsel and guide students to meet their individual health needs by interpreting health appraisals and standards of normal growth and development
- Assist with in-service education of school personnel in healthful living and communicable disease control
- Assist school personnel in relating health instruction and guidance to specific needs of students
- Notify, counsel, and assist parents in remediating student health defects

- Participate with school administrators and other school personnel in developing and conducting, in accordance with established policy, a school health program which includes the following:
 - Appropriate health education for students, individually, and in groups
 - Responsiveness to accidents, emergency illnesses, and crisis situations which occur at school
 - Determination of student's health status including vision, hearing, dental, orthopedic, and general health appraisals, with emphasis on scoliosis screening
 - Consultation with students and school personnel to promote emotional health
 - Coordination and implementation of services provided by teams from the Child Health and Disability Prevention Program, Tuberculin Skin Testing Program, and Dental Health Program
 - Assistance to school physicians with health examinations
 - Maintenance of necessary health records
 - Control of communicable diseases through readmissions, exclusions, inspections, and determination of immunization assessment with follow-up where needed
 - Inspection of the school plant to help maintain an environment for optimum health
 - Reporting or assisting in the reporting of suspected child abuse
- Assist in maintaining proper student control in school buildings and on the grounds
- Evaluate the performance of subordinate personnel

The School Nurse must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Two years' experience working as a Registered Nurse
- A valid California Health and Development Credential authorizing service as a school nurse, a Service Credential with a specialization in health authorizing service as a nurse, or a School Nurse Services Credential must be in force and on file in the Office of the Los Angeles County Superintendent of Schools
- A current First-Aid certificate issued by a recognized first-aid training program
- Knowledge of:
 - Proper use and care of medical materials, supplies, and equipment
 - CPR and First-aid techniques
 - Principles, methods, and procedures for diagnosis, treatment, and rehabilitation of human injuries, diseases, and deformities
- Ability to compose and comprehend written communication
- Ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
- Mobility to traverse all areas of the work site
- Mobility to respond quickly in an emergency situation
- Ability to observe subordinates' activities

CLASSIFIED EMPLOYEES

Chief Business Officer

The Chief Business Officer (CBO) oversees the entire business team and is the point person for general liability legal issues, requests for proposals, compensation, and budgeting. The CBO's responsibilities include:

- Ensure the short-term and long-term financial stability of the Charter School
- Oversee treasury functions (e.g. financing, lines of credit, investments, etc.)
- Generate regular financial reports and financial reports for special projects (e.g. grants, expansion, etc.)

- Implement policies and procedures related to the operation of the school
- Ensure the Charter School's compliance with governance rules
- Act as final authorizer for budget purposes and for all employee and vendor contracts
- Make a final decision on new hires for the business team

The CBO must meet the following requirements:

- Graduation from a recognized college or university, preferably with a major in business or public administration, or related field
- Experience with public school accounting systems and knowledge of generally accepted accounting standards
- Minimum of three years executive or administrative experience in a public or private organization, in a role that included multiple business functions
- Experience in a variety of the following areas: accounting, budgeting, contract administration, data processing, personnel administration, procurement

Chief Information Officer

The Chief Information Officer (CIO) is responsible for providing innovative vision, strategy, and leadership for the coordination of technology policy and the management of technology systems for the instructional and administrative functions of the Charter School. The CIO draws from experience in the academic environment to create a unified information technology solution for the Charter School. The CIO must also cultivate technological strategies that will streamline and enhance the Charter School's teaching and learning process, human resources management, government compliance, financial management, facilities management, student services, enrollment management, development and alumni relations systems, communications, and external affairs.

The CIO must meet the following requirements:

- Bachelor's degree in business or technology
- Coursework in education and/or Master's Degree is a plus
- Experience with information systems and a solid understanding of technology
- Deep knowledge of business principles
- Extensive experience working in technology and/or business roles

Director of Sustainability and STEAM Initiatives

The Director of Sustainability and STEAM Initiatives oversees all of the school's STEAM (Science Technology Engineering Arts and Math) related programs, as well as certain areas of operation of the physical building. This involves collaborating with faculty to coordinate academic activities and incorporate STEAM into the classroom; working with the facilities team, outside consultants, and LAUSD to implement sustainable building practices that allow the Charter School to serve as a living laboratory; encouraging behavior that demonstrates a commitment to sustainability; working with business personnel to promote current programs and pursue grants and other funding opportunities; and exploring partnerships with governmental and nonprofit groups that advance the mission of the Charter School.

The Director of Sustainability and STEAM is also responsible for keeping abreast of new developments in the education space and demonstrating thought leadership by adjusting educational activities accordingly. The Director of Sustainability and STEAM is responsible for communicating this information to the administration team.

The Director of Sustainability and STEAM Initiatives must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Master's degree or Ph.D. is preferred
- Coursework in education is a plus
- Five+ years experience in education
- The following work experience is preferable:
 - Experience with sustainability initiatives or campaigns
 - Experience working directly with executive team
- Strong leadership and interpersonal skills
- Excellent written and oral communication skills
- Ability to work effectively with school and business officials
- Entrepreneurial work style
- Ability to transform raw data into strategic recommendations and creative solutions
- Ability to incorporate new learning into existing plans and act decisively
- Proficiency in Spanish is a plus (speaking, reading, writing)
- Ability to work within diverse teams as well as cross-functionally

Director of Technology

The Director of Technology manages, develops, and coordinates all information and communication technology for the school. The Director supervises, participates in, and is responsible for the operation of the Technology Department providing daily planning, organization and management of the Network/Server Infrastructure, Helpdesk Support and Student Information System. The Director of Technology's responsibilities include:

- Manage and maintain day-to-day operations of the Network/Server Infrastructure, Helpdesk and the Student Information System
- Oversee the installation and maintenance of local area network hardware/software
- Solve issues with troubleshooting, system backups, archiving, disaster recovery and provide expert support when necessary
- Plan, develop and manage data and network security systems including LAN/WAN design
- Prepare, maintain and test disaster recovery and system backup plans
- Implement routine preventive maintenance on hardware and software
- Create reviews and monitor standards for new and ongoing IT projects
- Evaluate efficiencies of current systems and organize data conversions of new enterprise systems
- Develop and prioritize information system strategies for all programs providing data to school management systems
- Work with outside consultants to develop applications specific to school management systems
- Build and maintain vendor relationship and manage the purchasing of all software, hardware and other IT related products/supplies
- Supervise the asset management of all technology equipment throughout the school

The Director of Technology must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Five years of management or supervisory experience in the information technology or related field
- Three years of hands on System/Network Engineering experience in a medium to large school/district or private sector environment
- Experience at a school site is preferable

- Knowledge of systems technology, application design, and systems architecture
- Technical knowledge of computer systems, technical networks, information systems, LAN/WAN and technical standards

Director of Marketing

The Director of Marketing oversees the long-term brand strategies for ECRCHS and other schools under its management. This person owns the marketing and communications plan across all phases: development, implementation, and day-to-day management. The Director of Marketing must stay abreast of new developments in the education space and demonstrate thought leadership by adjusting brand activities accordingly.

The Director of Marketing also oversees the Charter School’s community outreach efforts and strategic plans. The Director of Marketing has an active role in guiding the Charter School through its strategic plans; these tasks include fundraising, budgeting, expansion, and submission of key documents such as the charter renewal petition.

The Director of Marketing must meet the following requirements:

- Bachelor’s degree from an accredited college or university in business, marketing, communications, or related subject area
- Coursework in education and/or Master’s Degree in Business is a plus
- Minimum of three years of work experience in marketing, communications, market research, or strategy-focused role in a business office setting
- The following work experience is preferable:
 - Experience with marketing strategy and project management
 - Experience with sustainability initiatives or campaigns
 - Experience working directly with executive team

Director of Accounting (Controller)

The Director of Accounting oversees the organization’s accounting, payroll, and procurement. The Director of Accounting works closely with the Charter School’s back office provider and is responsible for all district, local, state, and federal reporting. The Director of Accounting is also responsible for managing the accounting system and, if applicable, the transition to new accounting systems. The Director of Accounting must keep abreast of new developments in the financial compliance space and make necessary adjustments to the Charter School’s accounting activities.

The Director of Accounting must meet the following requirements:

- Bachelor’s degree from an accredited college or university in accounting, business, finance, or related subject area
- CPA with attestation experience is preferred
- Coursework in education is a plus
- Five+ years of experience in accounting
- Three+ years of management experience
- The following work experience is preferable:
 - Experience with charter schools
 - Experience with a public accounting firm
 - Experience working directly with executive team

Human Resources Manager

The Human Resources Manager oversees the running of the front office and works with administration to ensure compliance with state employment related laws, ECRCHS policies, and collective bargaining agreements. The Human Resources Manager's responsibilities include:

- Oversee new employee processing and verify employee clearance prior to start of work
- Participate in and prepare appropriate questions for classified interviews
- Work with other departments to communicate job openings to staff, and maintain job posting board in main office
- Manage enrollment process for employee benefits
- Communicate information about employee benefits to all staff and educate staff about employee benefit options
- Encourage staff to participate in employee wellness programs
- Serve as point person for questions surrounding Charter School policies and procedures
- Inform staff of new Charter School policies and procedures
- Supervise main clerical office staff including office volunteers and student helpers
- Perform secretarial duties for the Executive Director, screen and receive visitors and mail, compose letters from general instructions
- Assist walk-ins in the Main Office and answer incoming calls
- Track classified employees' hours worked
- Review and approve classified payrolls by tracking and maintaining classified employees' illness and vacation hours balances
- Ensure that assignment and payroll transactions conform with Personnel Commission rules, policies, and collective bargaining agreements
- Issue annual Letters of Reasonable Assurance to part time employees
- Maintain employee hard copy files, including employment documents, payroll and pay data records, I-9's, DOJ records, health enrollment documents and other confidential personnel records
- Enroll new employees in health and welfare benefits and assist new and current employees with supplemental insurances
- Responsible for conducting the annual Open Enrollment of health benefits for employees
- Assist employees with issues of health benefits, process enrollments and changes to health benefits including medical, dental, vision, group life insurance, voluntary life insurance and additional supplemental insurance plans
- Assist employees with benefits claims
- Review and approve invoices for employees' supplemental benefits
- Oversee substitute teachers and assisting substitutes daily with sign-in, login and lesson plans, as well as the review of ECR procedures
- Work with Kelly Services Educational Staffing on hiring and placing substitutes
- Review substitutes' hours and approves substitutes payroll weekly with Kelly Services Educational Staffing
- Process employee Leaves of Absences and Returns
- Review documents related to illness, injury, military, and pregnancy disability leaves to ensure that federal and State employment related laws and Personnel Commission rules related to leaves are followed
- Inform employees on FMLA/CFRA and track and maintain absences throughout year
- Process workers compensation, unemployment, and property loss claims
- Contact custodial and maintenance personnel regarding requests for service or repair to equipment or facilities
- Assign and maintain records of school keys issued to employees

- Issue work permits during summer break
- Provide assistance to school administrators as requested

The Human Resources Manager must meet the following requirements:

- High School diploma or GED equivalent
- Two years of office experience as an office manager or administrative assistant, preferably in a school setting

IT Services Technician

The IT Services Technician installs, configures, analyzes, services, diagnoses, and repairs servers, desktops and laptop computers, software, and peripheral devices. The IT Technician handles the server and operates system-related issues. The IT Service Technician's responsibilities include:

- Deliver, set up, install, modify, and maintain desktops, laptops, other mobile computer devices, scanners, printers, video equipment, and other related peripherals or devices
- Resolve complex client issues related to servers, desktop, laptop computers, and mobile computing devices operating systems, and related software and applications
- Install, configure, and implement server, desktop, and other security software and/or protective measures
- Analyze and diagnose wired and wireless local area networks
- Compile and analyze technical data to solve server problems
- Provide troubleshooting and repairs using remote service software and online chat
- Diagnose complex problems and repair desktop, laptop computers, other mobile computer devices, printers, and other related peripherals by disassembling hardware, replacing defective or malfunctioning components, and then checking for correct operation
- Install, configure, upgrade, and maintain District approved software, antivirus software and applications
- Perform data transfers between devices or computers
- Deploy, configure, and provide performance tuning for Windows, Apple, Linux and/or servers with other operating systems
- Provide technical assistance to schools and offices over the phone regarding hardware/software problems
- Instruct users in the basic care and operation of desktop and laptop computers, printers, and other related peripherals
- Support, test, analyze, and resolve hardware, software, application, and basic connectivity problems
- Ensure documentation of all changes to hardware configurations
- Assist higher level technicians and engineers in providing basic network support
- Add and configure printers and solve complex printer issues

The IT Services Technician must meet the following requirements:

- High School diploma or GED equivalent
- One year of experience that included maintaining, repairing, and overhauling of desktop and laptop computers, printers, and related equipment
- IT certification (e.g. A+ certification)
- Knowledge of:
 - Computer terminology, laser and other types of printers, installation and use of standardized software packages, and operating systems (e.g. Windows OS, Apple Mac)
 - Basic IP addressing and subnet schemes

- Microsoft Office Suite, MS Project, and Microsoft Exchange, Outlook, Active Directory, and Proxy Servers
- Current practices and materials involved in the configuration, maintenance, repair, and service of personal computers, wired and wireless networks, network servers, network printers, laptops, network switches, and TCP/IP protocols
- Wi-Fi and Streaming Video Technologies
- Safety regulations and practices applicable to electrical and electronic repairs

Accountant

The Accountant oversees the data and records in the time systems in order to ensure proper payroll services. In addition, he or she implements changes in the ERP system and approves units for teachers and staff based on the salary scale. The Accountant is also responsible for managing all matters associated with accounts payable. The Accountant's responsibilities include:

- Maintain employee records in the ERP system
- Organize and manage data in ERP and Stratus Time systems
- Track employees' hours and timesheets to enforce proper payment
- Supervise student store operations
- Rate-in certificated employees
- Assist with state and federal compliance reports (e.g. CalPADS)
- Oversee school's compliance with corporate bylaws, charter petition, and school reporting
- Together with the Technology team, train new hires to navigate the ERP and Stratus Time systems
- Assist in controlling the school's fiscal and human resources

The Accountant must meet the following requirements:

- Bachelor's degree from an accredited university in accounting, business, finance, or related subject
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Impeccable organization skills
- Ability to communicate effectively, orally and in writing, with all stakeholders
- Experience in public schools is a plus

Business Analysts

The Business Analysts work with Directors to problem solve and maintain the vision of the school's business team. They define and document business needs and objectives and work to identify opportunities for improving business processes. They analyze records of the school and use data analysis to keep budget plans on track. The Business Analysts' responsibilities include:

- Assist with data management and employee record-keeping in ERP and Stratus Time systems
- Assist with student store operations
- Coordinate survey implementation with relevant staff and create reports that analyze data and monitor trends
- Remain abreast of charter school laws and regulations and help ensure ECRCHS is in compliance
- Together with CBO and/or Director of Marketing, represent ECRCHS at Chamber of Commerce and VICA meetings and explore partnerships with local businesses and organizations
- Work with staff to promote school events and achievements
- Create and maintain quarterly internal newsletter

- Support the Director of Marketing in marketing functions such as social media management, the creation of marketing materials, etc.

In addition, the Business Analysts must meet the following requirements:

- Bachelor's degree from an accredited university in business, finance, statistics, marketing, or related field
- Sharp analytical skills
- Ability to transform data into strategic recommendations
- Working, proficient knowledge of Microsoft Office, Excel, and PowerPoint
- Ability to communicate effectively, orally and in writing, with all stakeholders
- Proficiency in Spanish is a plus

Student Store Staff

The Student Store Staff supervises and is responsible for the operation of the school's student store as well as general school accounting. The staff oversees and manages the financial aspects of the store as well as the accounting procedures pertaining to the student body. The Student Store Staff's responsibilities include:

- Monitor the sale of school apparel, and supplies to students and staff
- Establish and maintain accounting procedures related to financial aspects of student activities such as paid admissions, school publications (e.g. yearbook), student organization collections and class and office sales accounts
- Assign and direct work to student hires and evaluate their performance
- Order PE clothing, school attire and spirit wear, and all other items available for sale at the store
- Take inventory of supplies on a regular basis
- Assist Accountant with other financial management and record keeping, duties that include deposits and accounts payables school wide.

The Student Store Staff must meet the following requirements:

- One year of experience as an employee in an office setting
- Knowledge of accounting practices and procedures
- Knowledge of principles and terminology of purchasing
- Excellent customer service skills
- Ability to communicate effectively, orally and in writing, with all stakeholders

Clerical Office Staff

The clerical office staff is responsible for performing various clerical duties that help to ensure the Charter School operates smoothly and efficiently. The responsibilities of the clerical office staff include:

- Greet and assist walk-ins, visitors, students, parents and staff in a professional manner
- Answer questions regarding all aspects of ECRCHS, directing to appropriate staff for assistance when necessary
- Answer telephone calls, take messages and/or route to the proper office/staff
- Schedule IEP's
- Arrange daily coverages for IEP's and set up daily period-by-period teacher coverages as required
- Set up daily sign-in, login and instructions for substitutes
- Call parents daily to verify Early Leaves, summons students to leave for appointments, deliver items dropped off by parents to students
- Assist school administrators, deans, counselors and faculty as requested or directed

- May be responsible for creating and maintaining documents, some of a confidential nature, such as letters, reports, memorandums, bulletins, announcements, etc.
- Maintain active teacher and staff correspondence for dissemination and gathering of information
- Receive, open, and route mail
- Maintain school calendar and update school marquee and website daily
- Assist faculty arranging for and coordinating school activities, field trips, and student activities transportation
- Prepare, compile, input, and maintain accurate and complete records and reports, including state reports, statistical and classification reports, student attendance and summary reports, custom queries, teacher grade files, daily student absences, early leaves, verification rosters, progress reports, report cards, staff attendance, enrollments, check-outs, cumulative files, transcripts, IEP's, 504's, health and emergency records, textbooks issued and school textbook inventory, and annual school property inventory
- Operate computers, copy machines, and computer software currently in use at ECRCHS, including Microsoft Word, Excel, and Aeries
- Process purchase orders for school supplies, reconcile deliveries, process exchanges and maintain records for budget controls
- Order supplies for copy machines and call for maintenance and repairs
- Other duties as assigned

The Clerical Office Staff must meet the following requirements:

- High School diploma or GED equivalent
- Impeccable organizational skills
- Ability to communicate effectively, orally and in writing, with all stakeholders

Instructional Aides

Instructional Aides assist a certificated employee in developing and presenting specialized educational materials and in conducting instructional activities requiring specialized education, training, or vocational experience. Instructional Aides' responsibilities include:

- Assist a teacher or other certificated employee in a school by performing some of the following duties in order to introduce subject matter to students:
 - Presenting educational information to students in a specialty area of expertise.
 - Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or an area requiring special skills
 - Demonstrating methods, procedures, techniques, and uses of materials, tools, and equipment to students
 - Providing explanation to students regarding assigned computer activities
 - Arranging and conducting educational visits related to instructional activities
 - Conducting group activities related to physical education, music and other arts, and other subjects
 - Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, science, etc.
 - Correcting student papers and/or advising students regarding improvement of work products

Instructional aides must meet the following requirements:

- High School diploma or GED equivalent
 - Completion of 60 semester units or 90 quarter units from a recognized college or university
 - Possession of an associate or higher degree, from a recognized college or university.
- Knowledge of:
 - The special subject matter of the instructional activity
 - Standards of courtesy and behavior expected of students
 - Safety rules and procedures related to the subject of the instructional activity
- Paraprofessionals will comply with NCLB.

Special Education Assistants

The Special Education Assistants assist teachers by tending to the physical needs of students with disabilities and by providing individual instructional support to each student. The Special Education Assistants' responsibilities include:

- Perform a variety of tasks pertinent to training physical care, disciplining, and tutoring, in order to inculcate habits, knowledge, and skills in students with disabilities
- Help students to use books, classroom materials and equipment
- Adjust or re-phrase portions of texts and classroom instructions to tailor lessons to an individual student's needs
- Assist teachers in directing activities as well as the use of electronic equipment
- Physically assist students on and off the bus, by lifting students in and out of wheelchairs or other locomotive devices
- Assist students with all aspects of toileting
- Facilitates students' use of mobility equipment, such as leg braces, walkers and mobile standers
- Assist teachers in maintaining discipline and encouraging acceptable behavior by the students
- Assist teachers on field trips by helping students with physical needs, maintaining discipline and reinforcing learning situations
- Track behavior that may interfere with the learning process
- Manage communication logs between the classroom and home
- Present lessons or portions of lessons to a student, check accuracy of work, and present additional assignments as directed by the teacher in the presence of a certificated teacher
- Tailor lessons to an individual student's needs

The Special Education Assistants must meet the following requirements:

- Bachelor's degree from an accredited college or university
- CBEST passage

Campus Aides and Security

Campus Aides and Security assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus and at bus loading points at the direction of a school administrator or teacher. The responsibilities of Campus Aides and Security include:

- Patrol school corridors, locker rooms, restrooms, assembly and athletic facilities, gymnasiums, bus loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities
- Provide information to school administrators regarding causes and effects of campus and community tension

- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons
- May assist a certificated employee in supervising students during field trips and special events
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
- May deliver, set up, lay out, or collect equipment and other materials
- Performs related duties as assigned

Campus Aides and Security must meet the following requirements:

- High School diploma or GED equivalent
- Ability to establish good relations with individual students and groups, communicate orally with District staff, parents, and students, and react quickly and appropriately in emergencies
- Knowledge of:
 - Safety rules and procedures to be observed by students
 - Standards of courtesy and behavior expected of students
 - Adolescent development and problems
 - Vocabulary and usage of terms common to youth in the area served by the school

Maintenance and Custodial Staff

Maintenance and custodial staff ensure the school facilities are kept in a clean, safe, and sanitary condition. The responsibilities of the maintenance and custodial staff include:

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities
- Remove spots from floors, walls, furniture, and fixtures and cleans dry erase boards
- Wash and scrub walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains
- Operate equipment, such as floor polishing and scrubbing machines, shampooers, vacuum cleaners, yard vacuums, power sweepers, and electric carts
- Service soap dispensers, towel boxes, and similar facilities
- Sweep and hose blacktops, tennis courts, playgrounds, sidewalks, and parkways
- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Move and adjust chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Receive, check, and deliver custodial and instructional supplies
- Lock and unlock doors, gates, windows, and storerooms
- Provide information in regard to locations of various school facilities, participate in the opening and closing of facilities, and represent the school to the public in the use of the school as a community center
- Gather and dispose of rubbish, paper, leaves, and debris, and empty and wash containers
- Water and tend lawns, shrubs, and trees; and operate manual and automatic watering systems
- Identify and report information regarding vandalism, theft, fire damage, and floods
- Perform a variety of unscheduled custodial duties as requested by school administration
- Keep drain and flow lines in laws and other planted areas free from debris
- Attend in-service training as directed
- Make minor repairs to building hardware, plumbing, building equipment, and furniture

- May perform a variety of cleaning and other manual tasks in the cafeteria
- May operate power sweepers

The maintenance and custodial staff must meet the following requirements:

- High School Diploma or GED
- Ability to read and interpret documents in English such as safety rules, operating and maintenance instructions, and procedure manuals
- Ability to write routine reports and correspondence in English
- Valid California Driver's licenses
- Transportation to and from work

Day-to-Day Substitutes

ECRCHS utilizes qualified substitutes from our own substitute pool or the services of an outside provider. ECRCHS will ensure that substitutes have submitted fingerprints for background investigation and cleared for employment.

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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.

1. CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Chief Business Officer will serve as ECRCHS' Custodian of Records.

2. STUDENT HEALTH AND WELLNESS

All students are required to take 20 units of physical education to graduate. Students who do not pass a physical fitness test after 20 units of physical education must continue to take physical education courses until they pass the test, or until they graduate. The physical fitness test requires students to run one mile, do sit-ups, push-ups, and trunk lift, demonstrate flexibility, and meet certain BMI parameters; students must complete five of the six parts within certain guidelines in order to pass the test.

As detailed in Element 1, ECRCHS has continued to require a one-semester Health Education course for a high school diploma while many charter schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class. Continuing the integrity and high standards for the program, ECRCHS assigns qualified Health Science credentialed teachers in Health Education courses. Topics studied include mental and emotional health, physical health, environmental health, social health, spiritual health, human growth and development, and drug prevention education.

The role of Health Education at ECRCHS is critically important because it helps students to adjust and adapt to the challenges of adolescence. The course provides instruction that meets the needs of each student by focusing on health issues from an adolescent perspective, as this age group is quite susceptible to avoidable health risks. The major emphasis of the course is the National Health Education Standards, which are written expectations for what students should know by grades 2, 4, 5, 8 and 12 and promote personal, family and community health. The standards and performance indicators

provide a framework for curriculum development, instruction, and student assessment in health education (Centers for Disease Control and Prevention).

Nutritional screening is available in the Health Office, and height, weight, and BMI are calculated as needed. Nutritional counseling is available to all students with referrals.

Food Services

ECRCHS shall provide its students with the best food services available that comply with federal school nutrition regulations. Food vendors must strive to provide nutritious, tasty, and visually appealing meals. Meals and snacks shall be compliant with the Healthy Hunger Free Kids Act.

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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 reCRCHSutment 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

ECRCHS makes many efforts to spread awareness of its academic programs to diverse communities. These efforts include:

- Hosting student and employee-led school information sessions and campus tours
- Participating in "high school nights" at Hale Middle School and Portola Middle School
- Hosting large annual college fair in September, which attracts over 40 colleges from around the country and 2,000+ students and parents from local and surrounding communities
- Engaging with parents, students, and community members through social media networks

ECRCHS communicates these events to the greater community through information on its website and marquee, social media postings, mailings, and print and online advertisements. In addition, the ECRCHS staff provides information about the school to parents who inquire via telephone or in person. Both counseling offices are staffed with bilingual clerical employees, a bilingual counselor, and a bilingual administrator who translate information for Spanish-speaking parents.

ECRCHS serves a very diverse student community. In 2014-2015, the racial breakdown of our student body was 46.8% White; 27.5% Hispanic/Latino; 15.9% Asian/Filipino/Pacific Islander; 7.65% African American; 1.30% Two or More Races, and 0.7% American Indian.

The school's demographic profile has shifted since conversion to a charter school. Following conversion, ECRCHS maintained its former attendance boundary, and began holding a lottery each year to fill any remaining spots. Currently, 52.5% of students enter the school through the lottery from outside the attendance boundary. These students reside in 64 zip codes, with the greatest concentrations in Canoga Park and Reseda. Prior to charter conversion, in the 2009-2010 school year, White students represented 52.3% of the student population; in the 2014-2015 school year, this number decreased to 46.8%, balanced with increased representation of African American students, Asian students, and Latino students. We are continuing to work to increase the numbers of non-white, FRPL and EL students enrolling at ECRCHS.

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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

ECRCHS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. ECRCHS will enroll all pupils who wish to attend ECRCHS to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). As a conversion charter, enrollment is automatically given to all students who reside in the former attendance boundaries of El Camino Real High School.

LOTTERY PREFERENCES AND PROCEDURES

As a charter school, ECRCHS is a school of choice, and ECRCHS may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend ECRCHS exceeds the number of openings, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

In the event that more students apply for enrollment than there are spaces available, exemptions and preferences in the case of a public random drawing shall be as follows:

1. Current students (exempt)
2. Students who reside in ECRCHS's former attendance boundary (exempt)
3. Siblings of existing students (exempt)
4. Children of ECRA employees (exempt; up to 10% of total ECRCHS enrollment)
5. Students who reside in the District
6. Rising 9th grade students who are currently enrolled in an ECRA-operated charter school

Students who reside in the District will be given preference in the lottery as required by state law; during any single random public drawing conducted under a period of discretionary grant funding from the U.S. Department of Education, each lottery preference will be assigned a 2:1 weighting.

Lottery Application Forms will be accepted during a publicly advertised open application period each year for enrollment in the following school year, starting February 1. For a student to be eligible for enrollment the following school year, a Lottery Application Form (see Tab 5) must be completed and received at ECRCHS by the stated annual deadline (the last day of February) by 4:00 p.m.

The deadline is frequently communicated during school tours, on the school website and social media accounts, and on the school's marquee. 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 during the first week of March to determine enrollment for the impacted grade level. The lottery will be conducted at the school and supervised by the Executive Director; all interested parties may observe, though parents will be informed that they do not need to be present at the lottery to secure a spot for their child. The school will make every effort to schedule the lottery at a time convenient to interested parties. Student names will be randomly drawn to fill the number of available spaces per grade level, with all additional names drawn to compile a wait list.

Within the first two weeks of March, parents and/or legal guardians will be notified, in writing, as to whether the student has been offered enrollment or placed on a waiting list, along with their number on the waiting list. The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and given a deadline to complete and return an Enrollment Packet (see Tab 5) to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

In an effort to maintain more accurate records and make the process more convenient for families, ECRCHS plans to make enrollment an electronic process starting in 2016; the enrollment packet will be available on the school's website. If there are families who do not have Internet access at home or who prefer to fill out the required documents at ECRCHS, the school will provide them with access to the computers in the library, and will train the Registrar staff to answer questions about the enrollment packet and provide bilingual assistance to families.

The enrollment packet must be completed by parents/guardians of all students, including those who reside in the former attendance boundary. The enrollment packet includes the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Starting in 2016, ECRCHS plans to include the Application for Free and Reduce Price Meals in the enrollment packet and require the submission of this form by all families, even those who are not eligible, to ensure accurate records of the school's socio-economic diversity.

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)(l).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(l) 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

ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(l), each fiscal year an independent auditor conducts an audit of the financial affairs of ECRCHS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year. The Audit Committee will be led by the Controller. The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the company chosen to conduct the audit, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Controller and back-office services provider work with the audit firm to provide the required information.
- At the conclusion of the audit, the Controller and the Audit Committee will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the ECRCHS Board of Directors with recommendations on how to resolve them.
- The Governing Board will review and approve the audit no later than December 15.

- The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Executive Director will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

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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.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

ECRCHS' Pupil Suspension and Expulsion Policy (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. The 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 comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The 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 Dean'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.

The discipline policy at ECRCHS is based on a progressive system. Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and a representative from the Dean's Office. Following this meeting, several actions may occur, including but not limited to, parent notification/conference, assigned lunch detention of various lengths, after school intervention classes, suspension and possible expulsion as determined by the incident. During the initial meeting between the student and the Deans, options for strategic intervention may be discussed that include but are not limited to: grade and attendance counseling, peer conflict resolution, referral to tutoring, substance abuse counseling, and to meet with a school counselor/therapist.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

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

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

1. ENUMERATED OFFENSES

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the 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 Dean or designee's concurrence.

Non-Discretionary Suspension Offenses: Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Discretionary Expellable Offenses: Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) 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.
- o) 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.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) 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.
- s) 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.
- t) 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.
- u) 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.
- v) 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.
- w) 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).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.
- b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

2. IN-SCHOOL SUSPENSION

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes. Two types of In-School suspension are implemented at ECRCHS, class suspension and in-house suspension. Class-suspension is when a student is suspended from a specific class; this may occur only once every five school days. In-house suspension is when a student is suspended from all of their classes. In-school suspension allows the student to be removed from the general student body but still receive academic support for their on-going classes.

3. OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Dean.

The conference may be omitted if the Dean or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ECRCHS to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Dean or Dean's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Dean or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Suspension Appeal- If the parent wants to appeal the suspension, the parent submits an appeal to the Assistant Principal. The decision of the Assistant Principal will be final.

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled following a hearing before an Administrative Panel following a hearing before it, and preceded by recommendation from the Dean. The Administrative Panel will consist of at least three members who are certificated employees and neither a teacher of the pupil nor a member of the ECRA Governing Board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Dean or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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 finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

The Dean or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Dean or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter

School. Such records shall be made available to the authorizer upon request.

Right to Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Governing Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Governing Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the written transcripts and supporting documents, if desired, from the Charter School simultaneously with the filing of the notice of appeal. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

Closed session

The Governing Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Governing Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

Scope of review

The review by the Governing Board shall be limited to the following questions:

- (1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the Administrative Panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the

hearing before the Administrative Panel.

A Governing Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision of the Governing Board

The decision of the Governing Board shall be limited as follows:

- (a) If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Governing Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, the Governing Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Governing Board will be final.

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. 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.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

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.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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.

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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Dean or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated 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 – 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).)

“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).)

The Controller is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

CERTIFICATED EMPLOYEES

Subject to negotiations between the parties following approval of this charter petition, ECRA will make annual contributions to the ECRA Public School Employee Retirement Healthcare Benefits Trust (“Trust”), the assets of which are irrevocable, in order to guarantee lifetime healthcare benefits for pre-charter, qualified (e.g. “Rule of 80” and “Rule of 85”) employees⁵ of the Charter School. ECRA will contribute at least \$1.2 million per year to the Trust in order to prefund future liabilities. ECRA will also evaluate the possibility of providing lifetime benefits for qualified employees who joined ECRCHS after charter conversion.

The Trust will provide retiree benefits similar to what LAUSD provides its retirees, as outlined in the 2008-2011 collective bargaining agreement between LAUSD and UTLA.

STRS

All full-time, certificated employees at ECRCHS will continue to participate in the State Teachers’ Retirement System (“STRS”). Full time is defined, for certificated employees, as working six (6) hours per day. Employees will contribute the required employee percentage, and ECRA will contribute the employer’s portion. All withholdings from employees and from ECRA will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

CLASSIFIED EMPLOYEES

All full-time, classified employees at ECRCHS will continue to participate in the Public Employees’ Retirement System (“PERS”). Full time is defined, for classified employees, as six (6) months of continuous full-time employment, or the first pay period after 125 days of employment or 1000 hours during a 12-month period. Employees and ECRA will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

⁵ As used here, the term “pre-charter, qualified employees” includes both certificated and classified employees who worked at ECRHS during its first year of operations as a charter school, effective July 1, 2011, and who retire from ECRA having met contractually negotiated eligibility requirements.

OTHER EMPLOYEES

If eligible and economically feasible, ECRA will continue to participate in the Public Agency Retirement System ("PARS") for non-PERS/STRS eligible part-time employees.

All non-certificated employees, who are not eligible under PARS, will participate in Social Security.

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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.

ECRCHS will communicate to all prospective and current parents and students that ECRCHS is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed of their public school attendance alternatives during the enrollment process.

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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.

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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, 20th Floor
Los Angeles, California 90017

Mr. David Fehte
El Camino Real Charter High School
5440 Valley Circle Boulevard
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.

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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).)

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.

In the event that the school closes, the Executive Director and the Chief Business Officer will serve as the school's closure agents

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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 1st 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 30th 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
 - (i) 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.
 - (ii) 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, 28th 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).)

STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students are taught by highly qualified teachers.	Recruit, hire, supervise, evaluate and retain qualified teaching staff.	100% of teachers properly certified and assigned.	100%	100%	100%	100%	100%
	Ensure verification of proper credentials and DoJ clearance prior to start of employment.						
	Actively recruit qualified teachers reflecting student ethnic demographics						

**ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All students use CCSS and NGSS aligned materials in all relevant courses and teachers implement a standards based education program.	ECRCHS will embrace State content standards with innovative instructional methods and appropriate teacher-created assessments common to each department and aligned to standards to correctly gauge student achievement.	100% of students have access to standards-aligned materials and technology	100%	100%	100%	100%	100%
	The ECRCHS standards-based system addresses systemic inequities and meets the needs of all students, especially those students who are under-performing.						
	Standards-based curriculum purchases will include primary and secondary texts for all core subjects, and in later years, World Languages and other courses as needed. Materials will be selected by textbook selection committees within each department who will give recommendations to the Curriculum and Instruction Committee. To ensure differentiation is provided according to student ability						

	<p>level, pace of the course, etc., instructors may select multiple texts to teach the same curriculum.</p> <p>Requests for additional, supplemental or new texts for individual courses may be submitted by teachers, who will follow protocols for text selection by submitting a rationale through their department for selecting a text.</p> <p>Director of STEAM acts in an advisory capacity to incorporate STEAM throughout the curriculum.</p> <p>Evaluate new technology needs; purchase identified technology. Expand on current network infrastructure to improve reliability, capacity and access. Upgrade computers, interactive devices, sound amplification and media resources. Continue funding full-time Technology Director and staff.</p>						
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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: <u>Annual SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student learning is supported by school facilities that are in clean and good repair.	<p>Purchase new furniture for 10 classrooms and the college office.</p> <p>Classroom furniture will be ordered to replace single student desks. This will include 54" x 18" tables for students and lightweight chairs that can be rearranged in multiple configurations to support Common Core aligned teaching methods, including collaboration. Additionally, teachers will be given sit-to-stand desks providing them with flexibility in their teaching styles.</p> <p>(Year 1 only) The college office is in the process of modernization through the purchase of new furniture, computers for students to research colleges, work on higher education applications and scholarships, and digitizing their materials to reduce paper</p>	Daily spot checks and Site Inspection Lists ≥ 90% compliance / good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance / good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance / good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance / good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance / good standing	Daily spot checks and Site Inspection Lists ≥ 90% compliance / good standing

	<p>consumption. The college office will be painted, and new bulletin boards, ceiling mounting projectors, a drop down screen, and a mounted LCD screen will be added.</p> <p>Facilities will be maintained and cleaned through a contract through ECRCHS custodial staff.</p> <p>Facilities security will be provided by ECRCHS security staff.</p>						
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: <u>Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Ensure implementation of academic content and performance standards for all core subjects as they are adopted.	<p>Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p> <p>Purchase Physics, Precalculus, History, English, Spanish, AP Environment, Chemistry textbooks.</p> <p>Teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences.</p> <p>Professional Development (EL, STEAM, Best Practices, Common Core, Technology), Conferences (AP by the Sea, AVID, Common Core, National Charter Conference), Workshops (Discipline, Community Relations, First Aid, Chemical Safety, Human Resources) to address culturally relevant teaching practices and strategies that may be used to target students' multiple intelligences.</p>	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation	100% math and ELA Common Core Implementation
PARENT INVOLVEMENT STATE PRIORITY #3							

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Documentation of parent meeting attendance and agendas; results of surveys</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student academic achievement is supported by parents.	<p>Provide access and training to parents in the use of the Aeries website and Naviance program.</p> <p>Maintain School Website as a communication tool for the community.</p> <p>Utilize Connect Telephone (telephone blast to parents) to communicate updates regarding activities, and individual messages to parents regarding attendance and grades. Messages are translated into Spanish.</p> <p>Conduct Back to School Night, and orientation events.</p> <p>Conduct ELAC committee meetings bi-monthly.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>	<p>At least 85% of parents will attend at least one school event each year.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 85%.</p>

Comment [tkk]: You had no goals stated for this one. Not sure how you want to define it – do you do parent surveys?

STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>CAASPP measures tbd</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>All students will develop and show growth towards grade level proficiency, or higher, in all subjects.</p>	<p>Continue to provide: standards based instruction in all subjects; diagnostic testing for newly enrolled students to ensure proper placement; Summer School classes for students at risk; additional learning support to students including AVID tutors lunch time and after-school; appropriate academic support programs with full-time Intervention Coordinator, RSP teachers, Psychologist, Counselor, DIS Counselors, Speech Pathologist, Intervention Coordinator; Algebra Readiness course after school; Student Success Team process for struggling students; identify, serve and reclassify ELs in accordance with charter petition; Attendance Coordinator position and implement strategies to increase attendance of chronically absent students; technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, FST meetings, and other assessments and protocols</p> <p>Conduct Summer Bridge program during which students are assessed for their high school readiness, math, reading and writing abilities. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization.</p> <p>Implement Guardian Scholars Program for Foster Youth (Pierce College)</p> <p>Provide life skills training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers. These programs will address suspension rates for targeted group.</p> <p>Continue staff liaison with Group Homes.</p> <p>Alternative school also provides summer school independent study classes for students at risk. Provide CAHSEE workshops</p>	<p>Establish benchmark</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>	<p>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).</p>
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<p>for students who have not passed one or both sections of the exam (This is in addition to the required math class for students who have not passed the math portion of the CAHSEE)</p> <p>Provide a 0.5 FTE school literacy coordinator to assist teachers with writing across the curriculum. Provide 8 days of professional development, on-site staff meetings, and classroom-embedded professional development to support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and college-readiness including:</p> <ul style="list-style-type: none"> • CCSS • Best Practices • STEAM • Compliance • Building Student Assets • Financial Reporting <p>Acquire new student information system. Q SIS, and continue with DataDirector that supports data-driven instruction and differentiated instructional strategies.</p>						
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Comment [tkk]: Note, you don't have an API goal specified in your LCAP, so I put this in.

**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: <u>API</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<p>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</p>	<p>See actions above.</p>	<p>Establish benchmarks</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups, meeting annual API Growth Target (or equivalent) based on new CAASPP measures.</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups,, meeting annual API Growth Target (or equivalent) based on new CAASPP measures.</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups,, meeting annual API Growth Target (or equivalent) based on new CAASPP measures.</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups,, meeting annual API Growth Target (or equivalent) based on new CAASPP measures.</p>	<p>Increase API from prior year and AYP for schoolwide and subgroups,, meeting annual API Growth Target (or equivalent) based on new CAASPP measures.</p>

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: <u>SARC; student transcripts and college admission records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Increase percentage of students successfully passing A-G requirements and accepted to a college or university and increase the number of students, in each subgroup, passing the Early Assessment Progress (EAP)	Professional Development Conferences Teacher Training Purchase of textbooks Purchase of supplies and materials	75.5% of students will meet A-G requirements (+2% over 2013-2014); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.	79.5% of students will meet A-G requirements (+4% over year 1); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.	85.5% of students will meet A-G requirements (+6% over year 2); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.	90% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.	89.5% of students will meet A-G requirements (+5% over previous year); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.	100% of students will meet A-G requirements (+5% over previous 2); The number of graduating students admitted to UC/CSU schools (or comparable private/out-of-state post-secondary schools) will exceed the rate of comparison schools by 5%.

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: <u>CELDT or other available external assessments; ELD Folders</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>EL students will advance at least one grade level on the CELDT/ELPAC each year.</p>	<p>Implement the LAUSD English Learner Master Plan. Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</p> <p>Provide New teacher assistance and support (BTSA), specifically relating to ELs.</p> <p>Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</p> <p>EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction daily.</p> <p>Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</p> <p>Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>	<p>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</p>
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**ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p align="center">MEASURABLE OUTCOMES Method for Measuring: <u>CELDT or other available external assessments; ELD Folders</u></p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs).</p>	<p>See the above Specific Annual Actions (English Learner Adequate Progress Rate).</p>	<p>Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.</p>	<p>Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.</p>	<p>Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.</p>	<p>Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.</p>	<p>Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.</p>	<p>Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.</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: <u>AP exam scores; transcripts</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will realize annual increases in the numbers of students passing AP exams with a score of 3 or higher.	Teacher committee will release time for training and implementation. AP conference fees.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually. Benchmark % of students achieved a 3 or higher on AP exams in 2013-14).	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.	Meet or exceed the District's AP test passing average and realize annual gains over previous ECRCHS AP exam scores by at least 2% annually.
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: <u>EAP exam scores; SARC</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

<p>Students will successfully complete all courses needed for the college of their choice and/or courses that prepare students for a career. Identified student subgroups will increase graduation by the rate of 2-5%.</p>	<p>In addition to actions above, students will meet with counseling staff a minimum of two times</p>	<p>Implement the EAP exam with student volunteers.</p>	<p>Implement EAP exam with all students; establish benchmark.</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>	<p>The EAP proficiency rate will meet established schoolwide and subgroup growth targets based on baseline data (estimated to be 2-3%).</p>
<p>All students develop meaningful secondary college/career plans that lead to a high school diploma and readiness for college and/or career.</p>	<p>In addition to actions above, students will meet with counseling staff a minimum of two times during the year to develop college and career plans and gain guidance in modifying and pursuing these plans.</p> <p>Students and their parents have access to the Naviance program, a tool to guide them with post high school options. The College Office has the software installed for student and parent use.</p> <p>Provide outside speakers to present on college and careers.</p> <p>Utilize peer college counselors to meet and advise students with their post high school options.</p> <p>Provide "StrengthExplorers" assessment for all 9th graders, "Careers" assessment for 10th graders, and "SuperMatch" for 11th graders and 12th graders to compile a list of colleges they wish to attend.</p> <p>Conduct College Fair, Fall and Spring College Knowledge Night, Financial Aid Night, PSAT Interpretation Night, Roundtable Talk with the College Counselors.</p> <p>Conduct field trips to local colleges, application workshops, essay workshops, application review sessions, mock SAT/ACT tests, SAT/ACT prep classes on campus.</p>						

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: <u>The attendance rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	In addition to actions above, parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	>95.6%	>96%	>96.5%	>96.5%	>96.5%	>96.5%

**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: <u>Individual student attendance records</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Improve attendance rate and reduce the percentage of students who are chronically absent.	See above.	Chronic absenteeism <2.5%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%	Chronic absenteeism <2%

**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: <u>Dropout rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Incorporate social and emotional life skills through individualized instruction and support.	<p>Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credit taking into consideration the emotional and maturity level of the student.</p> <p>Provide supplemental activities and services including: referral to the Tarzana Treatment Center; PAL (Peer Active Listeners) Program; Body Image Group; two school psychologists, itinerant therapists; campus clubs; athletic program; music program; dance program tutoring; variety of student led evening events.</p>	The dropout rate will be <3% (Actual 2014-15)	The dropout rate will be <2.5%	The dropout rate will be <2%	The dropout rate will be <2%	The dropout rate will be <2%	The dropout rate will be <2%

GRADUATION RATE [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: <u>Graduation rates</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will continue to maintain high graduation rates with a goal of reaching 98% graduation rate.	See the above Specific Annual Actions (Dropout Rates). See the above Specific Annual Actions (EAP College Preparedness).	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.	Meet or exceed the graduation rates of comparison schools.
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student suspension rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Decrease the number of suspensions and trancies.	Utilize attendance coordinator Utilize Aeries software program Utilize telephone Connect system Utilize counselors and Deans Utilize progressive discipline.	Suspension rate will be maintained at $\leq 0.5\%$	Suspension rate will be maintained at $\leq 0.5\%$	Suspension rate will be maintained at $\leq 0.5\%$	Suspension rate will be maintained at $\leq 0.5\%$	Suspension rate will be maintained at $\leq 0.5\%$	Suspension rate will be maintained at $\leq 0.5\%$
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student expulsion rate</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will continue to maintain a low-suspension rate.	See the above Specific Annual Actions (Student Suspension Rate).	Expulsion rate will be maintained at $<1\%$ 0%	Expulsion rate will be maintained at $<1\%$ 0%	Expulsion rate will be maintained at $<1\%$ 0%	Expulsion rate will be maintained at $<1\%$	Expulsion rate will be maintained at $<1\%$	Expulsion rate will be maintained at $<1\%$
[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: <u>Stakeholder Surveys</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ECRCHS will engage in effective communication with meaningful resources for families and a shared leadership to support student success.	Aeries software program Connect Telephone system Parent/Leadership committees ELAC committee SST Teams School Website Parent Knowledge Nights	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys	Continue to achieve >85% positive results on Annual Stakeholder Satisfaction Surveys

**BROAD COURSE OF STUDY
STATE PRIORITY #7**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Teacher Lesson Plans; SARC; WASC Accreditation Review</u>					
		Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students are actively engaged in learning beyond core courses.	Partner with community businesses and organizations to provide Internships, project based learning, and college courses. Offer Community service learning opportunities: Heal the Bay; visiting nursing homes and hospitals; Support our Troops; Habitat for Humanity; Pajama Momma; Foster Children Toy Drive Increase opportunities for students to participate in performance enrichment activities such as but not limited to: elective music, arts programs, journalism, STEAM programs, robotic programs, ACADECA and computer classes.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.	Continue to provide broad academic and enrichment opportunities for all students.

<p>All students will utilize technology, as appropriate, and develop awareness of its application to learning.</p>	<p>9th grade unduplicated students (low-income, EL, foster youth) will be able to take home Microsoft Surface Pros for the academic year.</p> <p>Create a full time Director of Student Technology position to support unduplicated students. (All)</p> <p>Clickers will be purchased for assessment purposes in the Science and Math departments. (All)</p> <p>LCD and document cameras will be purchased for use throughout the school. (All)</p> <p>Purchase Rosetta Stone and ALEKS math software for EL students. (EL)</p> <p>Utilize Turnitin for assessment purposes. (all)</p>						
<p>[OTHER STUDENT OUTCOMES] STATE PRIORITY #8</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: __</p>					
		<p>Baseline</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>N/A</p>							