



El Camino Charter High School

Board Meeting

Date and Time

Wednesday June 22, 2016 at 5:00 PM PDT

Location

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

REGULAR AND ANNUAL BOARD MEETING

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

El Camino Real Alliance ("ECRA") welcomes your participation at ECRA's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of ECRA in public. Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes.
4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 5440 Valley Circle Blvd., Woodland Hills, California, 91367

In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities.

Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact the Executive Director's office.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Record Attendance and Guests		Terri Keas	2 m
Melanie Horton will take over the minutes for 2016/17.			
B. Call the Meeting to Order		Odus Caldwell	2 m
C. Pledge of Allegiance		Jonathan Wasser	2 m
D. Public Comment on Non-Agenda Items and Agenda Items		Public	15 m
II. Consent			5:21 PM
A. Review and Vote April 26, 2016 Special Board Meeting	Approve Minutes	Jonathan Wasser	5 m
Staff recommends approval.			
Approve minutes for Board Meeting on April 26, 2016			
B. Review and Vote April 29, 2016 Special Board Meeting	Approve Minutes	Jonathan Wasser	2 m
Staff recommends approval.			
Approve minutes for Board Meeting on April 29, 2016			
C. Review and Vote May 18th Regular Board Minutes	Approve Minutes	Jonathan Wasser	2 m
Staff recommends approval.			
Approve minutes for Board Meeting on May 18, 2016			
D. Review and Vote May 31, 2016 Special Board Meeting	Approve Minutes	Jonathan Wasser	2 m
Staff recommends approval.			
Approve minutes for Board Meeting on May 31, 2016			
E. Review and Vote March Check Register	Vote	Marshall Mayotte	2 m
Staff recommends approval.			
F. Review and Vote April Check Register	Vote	Marshall Mayotte	2 m
Staff recommends approval.			
G. Review and Vote Consolidated Application	Vote	Marshall Mayotte	2 m
Staff recommends approval.			
From the CDE website:			
<p>"The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs."</p>			

H. Review and Vote 2016-17 Certification of Assurances - Consolidated Application Vote Chang Patel 2 m

Staff recommends approval. This is done annually for Title funds.

From the CDE website:

"The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs."

I. Review and Vote 2016-17 Application for Funding - Consolidated Application Vote Marshall Mayotte 2 m

Staff recommends approval. Provides a list a programs ECR is applying for next year.

J. Review and Vote 2016-17 Protected Prayer Certification - Consolidated Application Vote Marshall Mayotte 2 m

Staff recommends approval. Addresses protected prayer.

K. Break FYI Jonathan Wasser 5 m

III. Governance

5:49 PM

A. Committee and Board Updates FYI Jackie Keene 5 m

Board election update.

B. Update: Board Representative Update FYI Jackie Keene 5 m

C. Discuss and Vote Community Member(s) Vote Jackie Keene 2 m

This is for the term beginning July 1, 2016.

D. Discuss and Vote 2016/17 Regular Board Calendar Vote Jonathan Wasser 5 m

Staff recommends approval. Below is the proposed calendar:

- August 10, September 21, October 19, November 16, December 14, January 18th, February 15th, March 15th, April 19th, May 17th, June 28th (Annual Meeting),

E. Discuss and Elect 2016/17 Board Chair Vote Obie Slamon 5 m

F. Discuss and Vote 2016/17 Vice Chair Vote Jonathan Wasser 5 m

G. Discuss and Elect 2016/17 Board Secretary Vote Jonathan Wasser 5 m

H. Discuss and Elect 2016/17 Chief Financial Officer for Board Vote Jonathan Wasser 5 m

I. Discuss and Vote 2016/17 President for Board Vote Jonathan Wasser 5 m

IV. School and Policies

6:31 PM

A. Review and Vote Local Control Accountability Plan Vote Eric Wilson 5 m

Staff recommends approval. Presented at the last board meeting.

- B. Review and Vote Single Plan for School Achievement** Vote Marshall Mayotte 5 m

Staff recommends approval.

- C. Review and Vote Voluntary Retirement Modification** Vote David Hussey 5 m

Staff recommends approval. This extended the window for voluntary retirement.

- D. Review and Vote Tentative Agreement Regarding Retiree Benefits** Vote David Hussey 5 m

Staff recommends approval. ECR will pay the COBRA for the 8 retirees that are currently unable to get their retiree benefits through LAUSD during their grievance period.

- E. Review and Vote Minimum On-Site Obligation for UTLA Members** Vote David Hussey 5 m

Staff recommends approval. This addresses Article XIII, Section 13.3 of the UTLA / ECRA agreement.

- F. Review and Vote Public Records Act Policy** Vote Marshall Mayotte 5 m

Staff recommends approval.

- G. Review and Vote Contract for an Outside Investigator** Vote Jonathan Wasser 5 m

Staff recommends approval. The outside investigator will examine issues brought up in LAUSD's Notice to Cure from October, including credit card transactions.

- H. Discuss School Psychologist Findings** Discuss Odus Caldwell 5 m

- I. Update: Administrator's Report** FYI David Hussey 5 m

- J. Break** FYI Jonathan Wasser 5 m

V. Financials

7:21 PM

- A. Classified Payroll Schedule for Hourly Employees** Vote Marshall Mayotte 3 m

Staff recommends approval. This is the payroll schedule for hourly classified employees.

- B. Review and Vote Cheer Fundraising** Vote Marshall Mayotte 5 m

Staff recommends approval.

- C. Discuss and Vote Transfer an Additional \$500K to the Retiree Benefit Trust** Vote Marshall Mayotte 5 m

Staff recommends approval. By June 30, 2016, the school would have deposited \$2.2MM. This additional \$500K will help us move towards paying down the ~\$50MM actuarial liability.

- D. Discuss and Vote Leaving LAUSD's Option 3 SELPA** Vote Marshall Mayotte 5 m

Staff recommends approval. Once approved, staff will prepare possible exit from LAUSD's Option 3 SELPA for the 2017/18 academic school year. This is only an option. Actual departure will be voted on in spring, 2017. The reason is that LAUSD is in discussion to make significant changes to the special education encroachment that could create a long-term financial hardship. Exiting LAUSD's SELPA will create a one-time financial impact, because special education federal funds would not be available until the second year.

- E. Review and Vote Fiscal Policies** Vote Marshall Mayotte 5 m

Staff recommends approval.

F. Review and Vote 2016/17 ECRA Budget	Vote	Marshall Mayotte	5 m
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Staff recommends approval.

G. Update: April Financial Update by EdTec	FYI	Chang Patel	5 m
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EdTec is ECR's back office provider. They perform some compliance functions and compile the school's financial reports.

H. Update: Business, Technology, Development and Compliance Report	FYI	Marshall Mayotte	10 m
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VI. Other Business

8:04 PM

A. Future Agenda Items	Discuss	Jonathan Wasser	5 m
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VII. Closing Items

8:09 PM

A. Adjourn Meeting	Vote	Jonathan Wasser	1 m
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Cover Sheet

Review and Vote April 26, 2016 Special Board Meeting

Section: II. Consent
Item: A. Review and Vote April 26, 2016 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 26, 2016

APPROVED



El Camino Charter High School

Minutes

Board Meeting

Date and Time

Tuesday April 26, 2016 at 4:30 PM

Location

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

Directors Present

Dennis Thompson, Jackie Keene, Jonathan Wasser, Larry Rubin, Obie Slamon, Odus Caldwell, Peter Vastenhold

Directors Absent

None

Guests Present

Andrew Delgado, David Fehte, David Hussey, Dayna Leo, Fernando Delgado, Frank Wymond, Howard Spike, Janelle Ruley, Lisa DeRubertis, Marshall Mayotte, Melanie Horton, Michael Reicher, Stefanie Bero, Torben Pedersen

I. Opening Items

A. Record Attendance and Guests

Board member Jackie Keene arrived at 4:40pm.

B. Call the Meeting to Order

Jonathan Wasser called a meeting of the board of directors of El Camino Charter High School to order on Tuesday Apr 26, 2016 @ 4:36 PM at El Camino Real Charter High School's Library, 5440 Valley Circle Blvd, Woodland Hills, CA 91367.

C. Discuss and Vote Closed Session

Obie Slamon made a motion to go into Closed Session to discuss strategy relating to litigation or collective bargaining.
Odus Caldwell seconded the motion.
The board **VOTED** unanimously to approve the motion.
The Open Session resumed at 5:54pm.

D. Pledge of Allegiance

The Pledge of Allegiance was led by Terri Keas.

E. Public Comment on Non-Agenda Items and Agenda Items

There were no public comments.

F. Committee and Board Updates

Jackie Keene reported that there are two candidates for the open Board positions.
The deadline to apply is April 30th.

II. Financial

A. Discuss and Vote Retiree Benefits for those on LAUSD Leave

Odus Caldwell made a motion to approve to provide lifetime health benefits to retirees who are in their 5th year of Leave from LAUSD, if UTLA cannot come to an agreement with LAUSD, for LAUSD to provide them with lifetime benefits they qualified for with LAUSD prior to going charter.

Larry Rubin seconded the motion.

The motion did not carry.

Jackie Keene made a motion to postpone the vote and create an ad hoc committee, comprised of Larry Rubin, Dennis Thompson and Odus Caldwell, to do more fact finding and get more information on the estimated cost to ECR.

Dennis Thompson seconded the motion.

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

B. Update LAUSD Notice to Cure Issues

Marshall reported that Fernando Delgado and his team have been working on the ERP system since 2013 to create a substantiation process so that the entire purchasing process visible from beginning to end. The team has been creating a customized approach integrating attendance, payroll and purchasing into one program rather than use an off-the-shelf system. The entire process was sped up by LAUSD in October 2014 because staff was complaining to LAUSD. LAUSD issued a Notice to Cure. The team has updated the fiscal policies to be totally compliant, while bringing on additional staff and perfecting the ERP system. The goal is to have the ERP system working smoothly by summer. LAUSD wants more details and explanations added to the system so that on purchases there is a justification, for example, why a certain hotel was booked for a conference, when there might have been a cheaper option.

C. Update: Enterprise Resource Planning Status

Marshall reported that two or three more fields have been added to the ERP system and staff will be responsible for inputting the information. LACOE sends out a list of preferred vendors every March or April and by using these vendors, it allows schools to bypass the bidding process. The additional steps being asked by LAUSD will require additional staff.

D. Discuss Changes to Fiscal Policies

Marshall stated that FCMAT was invited to review ECRCHS's finances and for their opinion on the ERP system and any fixes that can be corrected prior to LAUSD's

next review. This will be another layer of review of ECRCHS's finances which include our accounting team, Federson & Co. auditing firm, Ed Tek (the back office accounting firm), LAUSD and now FCMAT. Jon suggested the Board be the first set of eyes to review finances and suggested making changes to the credit card statements to add more specifics, that the Board be more proactive, that details be immediately documented on receipts and that limits be set on expenses. Marshall stated that the new ERP system is designed to address all the steps of purchases and provide details. Jon addressed the cost of the pianos purchased which was higher than what LAUSD might have paid, but that the quality and legacy of the new pianos justified the cost and he found no violation.

III. Other Business

A. Future Agenda Items

Address fiscal policies and FCMAT.

Discuss the letter received by Board members regarding the reduction of one day a week of the school psychologist.

IV. Closing Items

A. Adjourn Meeting

Obie Slamon made a motion to adjourn the meeting.

Jackie Keene seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:29 PM.

Respectfully Submitted,
Terri Keas

Cover Sheet

Review and Vote April 29, 2016 Special Board Meeting

Section: II. Consent
Item: B. Review and Vote April 29, 2016 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 29, 2016

APPROVED

EL CAMINO REAL CHARTER HIGH SCHOOL

El Camino Charter High School

Minutes

Board Meeting

Date and Time

Friday April 29, 2016 at 1:00 PM

Location

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

Directors Present

Jackie Keene, Jonathan Wasser, Larry Rubin, Odus Caldwell, Peter Vastenhold

Directors Absent

Dennis Thompson, Obie Slamon

Guests Present

David Fehte, Janelle Ruley, Marshall Mayotte, Melanie Horton, Terri Keas

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Jonathan Wasser called a meeting of the board of directors of El Camino Charter High School to order on Friday Apr 29, 2016 @ 1:03 PM at El Camino Real Charter High School, Conference Room, 5440 Valley Circle Blvd, Woodland Hills, CA 91367.

C. Pledge of Allegiance

Jonathan Wasser led the Pledge of Allegiance.

D. Public Comment on Non-Agenda Items and Agenda Items

There were no public comments.

E. Closed Session

Board approved the settlement/release of teacher - Unanimous
Larry Rubin made a motion to Go into closed.
Odus Caldwell seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Closing Items

A. Adjourn Meeting

Larry Rubin made a motion to adjourn the meeting.
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 2:30 PM.

Respectfully Submitted,
Terri Keas

Cover Sheet

Review and Vote May 18th Regular Board Minutes

Section: II. Consent
Item: C. Review and Vote May 18th Regular Board Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 18, 2016

APPROVED

EL CAMINO REAL CHARTER HIGH SCHOOL

El Camino Charter High School

Minutes

Board Meeting

Date and Time

Wednesday May 18, 2016 at 5:00 PM

Location

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

Directors Present

Jonathan Wasser, Obie Slamon, Odus Caldwell, Peter Vastenhold

Directors Absent

Dennis Thompson, Jackie Keene, Larry Rubin

Guests Present

Barbara Stanoff, Beth Corbett, Billy Ramirez, Carlos Monroy, Caryn Cornell, Cecelia Chiang, Chatel Patek, David Fehte, David Hussey, Daynna Leo, Fernando Delgado, Gail Turner-Graham, Glenn Short, Howard Spike, Janelle Rulley, Kara Sodek, Kyna Collins, Lisa DeRubertis, Lisa Ring, Lori Chandler, Marlene Widawer, Marshall Mayotte, Melanie Horton, Melanie Horton, Melissa Charters, Meredith Adams Miller, Michael Reicher, Shelley Mark, Shelly Marshall, Stephanie Bero, Stephanie Franklin, Sue Freitag, Terri Keas, Vanessa Cordero, Zachary Leo, Zane Leyva

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Jonathan Wasser called a meeting of the board of directors of El Camino Charter High School to order on Wednesday May 18, 2016 @ 5:07 PM at El Camino Real CHS, Library, 5440 Valley Circle Blvd, Woodland Hills, CA 91367.

C. Pledge of Allegiance

The Pledge of Allegiance was led by Terri Keas.

D. Teacher/Student Presentation

ECRCHS Music teacher Pricila ChavezLara and ECR students in the Mariachi Band performed two songs.

E. Public Comment on Non-Agenda Items and Agenda Items

ECRCHS PE teacher Billy Ramirez thanked the administration and Board members for another great year at El Camino. He came from Kennedy HS where he played baseball as a student, graduated, became a coach then a teacher, and felt like he was part of a family. He found the same sense of family at ECR, is proud to be at ECRCHS and has great respect for Mr. Fehte. He believes that Mr. Fehte has always acted in the best interest of El Camino.

ECRCHS dance and aerobics teacher and color guard coach, Shelly Marshall, thanked the administration for their support with her programs. There were challenges in the fall when new AstroTurf was installed on the football field and new floors in the gym, but the administration accommodated the girls and saw to it that the new floors were protected with carpet tiles so her students had a place to practice. The girls won the City Championships in the fall and two weeks ago both JV and Varsity won Silver medals in the So Cal championships.

Caryn Cornell Michaels, a community member who lives in the neighborhood and is an educator with LAUSD, provided her outside perspective of some of the qualities of ECRCHS. She applauded ECRCHS for having two college counselors (when other high schools don't have one) in addition to their five counselors, the ability to purchase supplies, technology, etc. without having to go through a bureaucracy, the freedom ECR has to hire teachers without the fear of having to displace them mid year disrupting the whole school's master, and the ability of ECR to offer enrichment classes during the summer, not just credit recovery classes. ECR has kept the 230 credits which allows students to be exposed to different disciplines and defended ECRCHS' local board which has served the local community. These are a few of the reasons that Canoga Park HS tried to go charter with ECRCHS. It seems to her that everything right about LAUSD, ECRCHS has been able to keep and anything that didn't work, ECR has been able to get rid of. She thanked the administration and Board for all they do for the children of ECR and the community.

ECRCHS teacher and UTLA chapter co-chair, Carlos Monroy gave an update on a previous agenda item regarding the retirees. UTLA is working to resolve the issue in an expedient manner. Headway has been made which he could not disclose. He requested that, in the event that things don't go the way they should, the Board would provide some measure of guarantee if possible, to provide some peace of mind to the retirees. He requested that the Board do everything in it's power to take care of these teachers who have given many years of service to ECR.

ECRCHS teacher Lori Chandler congratulated the softball team for going to the City Finals. She stated that recently a law was passed in Tennessee that discriminates against people who are protected in California and she feels that federal and state funds should not be spent in a state that discriminates. She urged the Board members and staff not to go the Charter School Conference in Tennessee, not to support that state and follow the example of others and end discrimination in the US. She also stated that she has taught at ECR for 30 years and there's nowhere else she'd rather be. She appreciates the time and efforts of the Board, the administration, Marshall and Melanie and knows there have

been things said about ECR in the past year that are unfavorable, but ECR has been, and is the greatest school in Southern California.

Parent, Marlene Widawer, reiterated her previous comments that not all information is posted on the website for the public to review prior to Board meetings. She contends that all information can and should be provided in draft form prior to the meetings. She also stated that the public should know in advance of a meeting who are the candidates being considered for upcoming Board positions so that any information on the candidates can be expressed during the public comments session of Board meetings, to assist the Board in their deliberations. She questioned what is the Director of Sustainability - what does he do, what is his salary, what is the cost benefit of his position and how is it related to the education of our kids? She stated her opinion that any administrative positions created should be absolutely necessary for the educational goals of our school. She urged the Board not approve the vote to cancel the trip to Tennessee for the Charter Schools Conference because she believes that puts individuals' personal political beliefs ahead of the needs of the students and the loss of funds for cancelling reservations should be born by each individual who cancels, not the school. She estimates the total cost to cancel will be over \$4,000.00. She questioned the outside investigator being brought in to audit the financials and the accuracy of results of audits depending on what information is provided to an investigator/auditor and by whom. She also asked to know what is the general nature of the litigation to be discussed during the Closed Session. She voiced her disagreement with staff members who want to decertify UTLA, which would nullify the recent contract negotiated in good faith, and asked the Board to stand by their previous vote.

ECRCHS teacher Lisa De Rubertis voiced her objections to the procedure conducted for the vote by the teachers for the upcoming Teacher Representative position on the Board. Random papers with an individual code were handed out at a PD meeting with no control as to who could use the code to vote, and there was no way to ID the person using it. Anyone with prior knowledge could have taken more than one paper - this vote could easily be manipulated and is not secure. She stated that notification of the date of the vote did not give teachers enough time to make thoughtful choices. She requested that the vote be conducted by paper ballot as has been done in all previous voting.

II. Consent

A. Review and Vote April 20th Regular Board Minutes

Obie Slamon made a motion to approve Minutes from the Board Meeting on April 20, 2016 and the Special Board Meeting on April 26, 2016.

Peter Vastenhold seconded the motion.

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

B. Review and Vote for April 26th Special Board Minutes

Approval of the Minutes of the Special Board Meeting on April 26, 2016 was included in the previous vote.

C. Review and Vote April 29th Special Board Minutes

The Minutes were not available for approval.

D. Vote Additional Excess Liability Insurance

Peter Vastenhold made a motion to Approve increasing ECRCHS' excess liability insurance to \$55M.

Odus Caldwell seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Review and Vote Educator Effectiveness Funding Expenditures Plan

Peter Vastenhold made a motion to approve to spend the \$228,000.00 on two extra Professional Development Days next year.

Odus Caldwell seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Review and Vote March Check Register

Obie Slamon made a motion to approve the March check register.

Peter Vastenhold seconded the motion.

The motion unanimously did not carry.

The review and approval of the March check register will be added to next month's meeting after Jackie Keene has an opportunity to review the register. Marshall stated that they are working to add more detailed information on the check register and credit card statements.

Jon Wasser stated in response to requests to post the check registers and other information on the website before the meetings, sometimes there is personal information that should not be made public, for example a student with special needs who is receiving a service. The check registers should be posted immediately after they are approved and any private information is removed.

III. Governance

A. Update: Teacher & Community Representative Candidates Introduction

Jon Wasser addressed some concerns about how the vote for the Teacher Rep Board position is being conducted. He recommended conducting the election using paper ballots and a ballot box, monitored by two staff members, one possibly a UTLA Rep. The vote will take place tomorrow and Friday, May 19th and 20th. Odus Caldwell introduced the two candidates for the Teacher Representative Board position, retired teacher Peter Vastenhold and community member Scott Silverstein. Each candidate spoke to the Board and guests present at the meeting. Peter Vastenhold stated that he has taught at ECR for many years, before some of the young teachers were even born and knows the school inside and out. Scott Silverstein stated he was informed of the election last week and stated he does agree with how the vote was conducted - open ballots is not a secure system. He was Chair of the Woodland Hills Warner Center Neighborhood Council for the last 5 years and was on the Board for 12-13 years and is no longer on that Board. He lives 2 blocks from the school and is invested in the school performing, and the way for a school to perform is to have the teachers perform and he intends to make the school run the way it should. He knows the Roberts Rules of Order, the Rosenberg Rules of Order and the Brown Act very well. He will force transparency and will make sure that information is posted 72 hours prior to meetings with any private information redacted. He stated that any student or teacher should be able to speak to the Board at any time and feel comfortable and not feel intimidated. As a Board member he would make available his cell phone number so he can be contacted at any time.

B. Committee and Board Updates

Obie and Jon stated that there will be a ballot box in the Main Office in the morning for voting, monitored by two teachers.

C. Discuss and Vote Creating a Committee to Look into School Psychologist Hours

Peter Vastenhold made a motion to approve the formation of a committee consisting of Peter Vastenhold and Odus Caldwell to investigate the cutting back of school psychologist's hours.

Obie Slamon seconded the motion.

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

D. Discuss and Vote Elimination of Administrator School Credit Cards for Personal Use

Odus Caldwell made a motion to approve the cancellation of all administrators' credit cards with the exception of Marshall's, which will be kept in the school safe and used for school purchases only. Three teachers also have credit cards to be used exclusively for their classroom supplies; home economics, drama and woodshop.

Peter Vastenhold seconded the motion.

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

IV. School and Policies

A. Review and Vote We Can Work Program w/Department of Rehabilitation

Peter Vastenhold made a motion to approve implementing the "We Can Work" Program.

Odus Caldwell seconded the motion.

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

B. Vote the CBO as the Financial Designee of the We Can Work Program

Obie Slamon made a motion to approve Marshall Mayotte as the financial designee of the "We Can Work" program.

Odus Caldwell seconded the motion.

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

C. Update: Local Control Accountability Plan

Assistant Principal Lisa Ring gave an overview of the LCAP. She complimented Melanie Horton (her partner on WASC) and thanked her for her hard work and assistance and Eric Wilson for his work on the LCAP. She explained that the LCAP is three working documents that work together for a charter school, which includes the Charter Petition (which was just renewed for 5 years), WASC, which is a self study 6 year plan which analyzes instruction and student achievement, coming up next year and the LCAP, which we are required to do since we are a district. LAUSD does it for all of their schools. Because we collect Title 1 funds, we also need to do the Single plan for student achievement, which is similar to LCAP. The LCAP gives us our action plans and our ESLRS, which are now called SLO's. With LCAP you want to have 4 goals but there can be many actions and strategies. She handed out packets to the Board members which also include actions and timelines, responsibilities which will be filled in by the administrators for next year, metrics which will measure that and an update on WASC. Mr. Bennett and Melanie have done the school profile for WASC, Mr. Bennett has done the progress report update and the leadership team will work on the critical areas of need this summer. The 5 focus groups will get together when school starts.

This is not a vote item.

D. Update: Western Association of School and Colleges (WASC)

The update on WASC was included in the previous section.

E. Discuss and Vote Cancelling Travel to the National Charter School Conference in Tennessee

Obie Slamon made a motion to approve to cancel all reservations made by any of the Board members or staff to attend the Charter School Conference in Tennessee at a cost of nearly \$4500.00.

Odus Caldwell seconded the motion.

The motion unanimously did not carry.

Roll Call

Larry Rubin Absent

Peter Vastenhold Abstain

Obie Slamon Abstain

Jonathan Wasser Abstain

Jeff Falgien Abstain

Odus Caldwell Abstain

Jackie Keene Absent

Dennis Thompson Absent

All Board members abstained.

F. Discuss and Vote Collection and Disbursement of Individual Scholarships

Peter Vastenhold made a motion to approve the collection and distribution of individual scholarships awarded to students from outside contributors will be processed through the Student Store.

Odus Caldwell seconded the motion.

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

G. Review and Vote Public Record Act Policy

Obie Slamon made a motion to approve the Public Record Act.

Odus Caldwell seconded the motion.

The motion did not carry.

Roll Call

Jonathan Wasser No

Obie Slamon No

Odus Caldwell Aye

Peter Vastenhold No

Obie Slamon made a motion to postpone the vote until the next meeting.

Peter Vastenhold seconded the motion.

The motion did not carry.

Roll Call

Obie Slamon Aye

Peter Vastenhold Aye

Jonathan Wasser Aye

H. Discuss and Vote Extending Staff Contracts Another Year

Obie Slamon made a motion to approve to extend staff contracts for another year.

Peter Vastenhold seconded the motion.

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

I. Review and Vote MOU for Early Retirement from ECRA (UTLA Staff)

Obie Slamon made a motion to approve to extend the early retirement date notification deadline for retirees through May 20th.

Peter Vastenhold seconded the motion.

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

J. Review and Vote 2016-17 School Calendar

Odus Caldwell made a motion to approve the calendar for 2016-17.

Peter Vastenhold seconded the motion.

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

The calendar for 2016-17 is as follows:

Pupil free days: Aug 11 & 12th

First day of school: Aug. 15th

PD Day (pupil free): Aug. 24th

Finals first semester: Dec. 14, 15 & 16

Last day of first semester: Dec. 16

First day of second semester: January 9, 2017

PD Day (pupil free): March 31

Second semester finals: June 5, 6 & 7

Graduation: June 9, 2017 (Friday)

Additional PD days (shortened days): one in August, two in Sept., two in October, two in November, one in January, two in February and two in March. WASC comes the first week in April. One PD day in April and one in May.

ECRCHS tries to follow LAUSD's calendar as closely as possible in consideration of families with kids in different schools - same Winter Break, Spring Break.

K. Update: Administrator's Report

Mr. Hussey stated that Mrs. Ring has not acknowledged how hard she has worked on the LCAP - it's up and running. There was a WASC meeting yesterday focusing on our vision statement. AP testing is done and makeups are being done now. We reached our threshold of 95% of 11th graders tested for the CBAC, the Common Core testing. Monday night is Senior Awards, Prom will be Saturday, May 28th and graduation will be Tuesday, June 7th at 6:00pm. There are a lot of highlights and successes to celebrate.

Jon Wasser called for a short 5 minute break and the Open Session resumed at 6:35pm.

V. Financials

A. Review and Vote Contract for an Outside Investigator

Obie Slamon made a motion to approve to hire an outside contract for an independent review of finances.

Peter Vastenhold seconded the motion.

The motion unanimously did not carry.

Odus Caldwell made a motion to to postpone hiring an outside firm to review finances until the June meeting after the Board obtains more information.

Peter Vastenhold seconded the motion.

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

B. Review and Vote Charter School Fund Distribution View Rights

Odus Caldwell made a motion to approve that Chang Patel and Malada Rakijian from EdTec can receive electronic fund distribution view rights from LACOE.

Obie Slamon seconded the motion.

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

C. Discuss Changes to Fiscal Policies

FCMAT is scheduled to come July 19th. FCMAT offers workshops and Marshall has requested some training for our staff, review our policies and make recommendations to tighten controls. Prior to next month's meeting, Marshall will meet with the technology staff, figure out where we are with ERP and try and implement the new practices before FCMAT arrives. We may see a new fiscal policy in June and another in September after FCMAT's review. Board members will be welcome to be involved on the committee.

This item was informational - no vote necessary.

D. Review and Vote Lost Receipt Form

Peter Vastenhold made a motion to approve the use of a revised more comprehensive Lost Receipt form.

Odus Caldwell seconded the motion.

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

E. Discuss and Vote Replacing Yvonne Halski as Custodian and Check Signer with David Hussey

Obie Slamon made a motion to approve to replace Yvonne Halski as a check signer with David Hussey.

Odus Caldwell seconded the motion.

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

F. Review and Vote 2016/17 ECRA Budget Submitted to LAUSD

Chang Patel presented the Budget submitted to LAUSD, which will be approved by the Board in June.

This item is informational only. No vote required.

G. Update: March Financial Update by EdTec

Chang Patel presented the financials prepared by EdTec.

H. Update: Business, Technology, Development and Compliance Report

There will be an update next month.

VI. Other Business

A. Future Agenda Items

B. Closed Session

Obie Slamon made a motion to move into Closed Session.

Peter Vastenhold seconded the motion.

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

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:15 PM.

Respectfully Submitted,
Terri Keas

Cover Sheet

Review and Vote May 31, 2016 Special Board Meeting

Section: II. Consent
Item: D. Review and Vote May 31, 2016 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 31, 2016

APPROVED



El Camino Charter High School

Minutes

Board Meeting

Date and Time

Tuesday May 31, 2016 at 3:00 PM

Location

El Camino Real Charter High School, Conference Room, 5440 Valley Circle Blvd, Woodland Hills, CA

Directors Present

Dennis Thompson, Jonathan Wasser, Larry Rubin, Obie Slamon, Peter Vastenhold

Directors Absent

Jackie Keene, Odus Caldwell

Guests Present

David Fehte, Janelle Rulley, Marshall Mayotte, Melanie Horton

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Jonathan Wasser called a meeting of the board of directors of El Camino Charter High School to order on Tuesday May 31, 2016 @ 3:03 PM at El Camino Real Charter High School, Conference Room, 5440 Valley Circle Blvd, Woodland Hills, CA.

C. Pledge of Allegiance

There was no flag present so the Pledge of Allegiance was not recited.

D. Public Comment on Non-Agenda Items and Agenda Items

There were no public comments.

E. Closed Session

Larry Rubin made a motion to to go into Closed Session for a Conference with Legal Counsel on Anticipated Litigation, for Conference with Labor Negotiators and to discuss Public employee Discipline/Dismissal/Release.

Dennis Thompson seconded the motion.

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

F. Open Session and Report Actions Taken in Closed Session?

No actions were taken during Closed Session and no action was taken during Open Session.

II. Other Business

A. Future Agenda Items

Items to be added to next Agenda include the selection of an independent auditor and reorganization of the Board.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:00 PM.

Respectfully Submitted,
Terri Keas

Cover Sheet

Review and Vote March Check Register

Section: II. Consent
Item: E. Review and Vote March Check Register
Purpose: Vote
Submitted by:
Related Material: March Check Register (1).pdf

Check Register



El Camino Real High School
March 2016

Grand Total 1,105,291.21

Vendor	Check Number	Date	Description	Check Amount
Eastbay Team Sales	10000	3/1/2016	Disruption Game Jackets	1,390.53
Eastbay Team Sales	10001	3/1/2016	Air Max Sequent Mens Shoes	1,876.40
Eastbay Team Sales	10002	3/1/2016	Logo on Shorts - Uniforms	152.60
Susan Freitag	10003	3/1/2016	Amazon purchase	183.45
Stefan Webster	10004	3/1/2016	Champion System mountain bike team jerseys	1,071.00
William Jones	10005	3/1/2016	Coaching Orientation Online Course	38.00
Organized Sportswear	10006	3/1/2016	Drumline Show Shirts	625.16
William Marcos	10007	3/1/2016	Scholarship for AP Testing	84.00
			03/21-22/16 Las Vegas Easter Invitational Men's Volleyball	
Canyon Springs High School	10078	3/1/2016	Tournament Fee	495.00
Bill Abbey	10079	3/1/2016	03/01/16-AR2 for Girls Soccer Playoff Game vs Bell HS	67.00
Francisco Ruiz	10080	3/1/2016	03/01/16-AR1 for Girls Soccer Playoff Game vs Bell HS	67.00
Shay Diamant	10081	3/1/2016	03/01/16-REF for Girls Soccer Playoff Game vs Bell HS	78.00
Vinay Lal	10082	3/1/2016	Planning and preparation of History of India for Aca Deca	300.00
Li, Lang	10083	3/1/2016	Vex Robotics 292 Motor Turbo Gear	269.38
			05/21/16 Gordon Warnock Memorial Passing Tournament	
Crescenta Valley High School	10008	3/2/2016	Fee	200.00
Brooks Transportation Inc.	10009	3/2/2016	2/19/16 ECR to 4 points Hotel, Bakersfield One-Way	600.00
Eastbay Team Sales	10010	3/2/2016	Disruption Game Jackets	771.00
Buddy's All Stars	10011	3/2/2016	Nike Team KO Sweatshirts XL	145.42
Buddy's All Stars	10012	3/2/2016	S/S Nublend Tee-Black	618.26
Truitt, Christopher	10013	3/2/2016	Drumline Supplies	35.92
Offside Sports	10014	3/2/2016	Junior and Senior Powderpuff 2016 Jersey-Balance	1,312.50
Brooks Transportation Inc.	10084	3/2/2016	01/20/16 RT ECR to Cleveland High-Boys Soccer	3,150.00
			2/8 Round Trip ECR to San Fernando Aquatic Center-Girls	
Brooks Transportation Inc.	10085	3/2/2016	Water Polo	3,965.00
Brooks Transportation Inc.	10086	3/2/2016	2/16/16 Round trip ECR to UCLA	350.00
Brooks Transportation Inc.	10087	3/2/2016	02/18/16 RT ECR to Norton Simon Museum of Art-Owen	1,215.00
Theodore Payne Foundation	10088	3/2/2016	2/10/16 Speaker Fee-Lisa Novik	150.00
McGraw-Hill Education, Inc.	10089	3/2/2016	Chemistry Books	3,945.35
Eastbay Team Sales	10090	3/2/2016	National Jersey - ROYAL 1 Color Logo and #s	2,457.60
			Mizuno Custom Sublimated Softball ECR Jerseys-Dark Grey	
Bagger Sports	10091	3/2/2016	Jersey Sublimated	1,555.99
FACT	10092	3/2/2016	1/11 - 1/29/16 BII Services Joshua Shapiro	4,153.44
			Professional Services Rendered Year ending	
Feddersen & Company, LLP	10093	3/2/2016	06/30/15(Preparation of Forms 990 and 199)	1,500.00
Staples Business Advantage	10094	3/2/2016	Pens, Envelopes-Special Ed	367.67
Buddy's All Stars	10095	3/2/2016	ClimaWarm 1/4 Zip-Gray	565.99
Mark Clayton	10098	3/2/2016	03/03/16-Varsity Softball vs Moorpark - Base	68.00
Kent Jacobsen	10099	3/2/2016	03/03/16-Varsity Softball Game vs Moorpark Plate	70.00
Tara Kim, MA, OTR/L	10100	3/2/2016	1/12 S. Hulugalle	287.50
EDD (Employment Development Dept.)	10101	3/2/2016	10/1/15 to 12/31/15 SEF Local Experience	3,341.71
James Rincon	10102	3/3/2016	02/29/16 Manual Pay Check (rate correction)	33.06
			03/06/16 Tickets for El Burlador de Sevilla (Spanish	
Bilingual Foundation of the Arts	10103	3/3/2016	Performance)	1,000.00
The Village Nation	10104	3/3/2016	01/20 - 03/20/16 Services (Assemblies, Field Trips, etc)	10,000.00
Fernando Delgado	10105	3/4/2016	iPad air smart case	2,835.40
Alex Kamberian	10106	3/4/2016	Tennis Balls	85.00
Jonathan Beckerman	10107	3/4/2016	Hi Performance X-Act Baseball Optic 48 and Ball Bucket	227.95
Lori Pratt	10108	3/4/2016	2/16 Round Trip ECR to Pomona	64.26
Terrence Fischer	10110	3/4/2016	musicnotes.com-"Viva La Vida" download	31.00
Michael Consoletti	10111	3/4/2016	4 Majestic Trophies	2,383.43
Samantha Spencer	10112	3/4/2016	The Kite Runner, Khaled Hosseini	57.12
Cheyenne Tran	10113	3/4/2016	5 Pizzas for late night study	291.10
Jeremiah Wai	10114	3/4/2016	10/10 ECR to Walnut, CA	115.02
Cheyenne Tran	10115	3/4/2016	12/12/15 ECR to San Diego	435.02
Kathleen Nicholson	10116	3/4/2016	Padding Compound for Notepads	66.91
Pricila Chavez Lara	10118	3/4/2016	Live Scan	45.00
Covina High School	10119	3/4/2016	03/05/16 Tournament Fee-Track & Field	400.00

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Payroll checks are not included on this register.

Vendor	Check Number	Date	Description	Check Amount
World Unispec	10120	3/6/2016	Jrsy 100% Cotton Sportshirt Small	726.60
Jill Dyck	10015	3/7/2016	01 - 02/16 Yoga classes for Play production	350.00
Buddy's All Stars	10016	3/7/2016	Core Performance Tees	641.04
Buddy's All Stars	10017	3/7/2016	Nike W's 1/4 Zip Performance Thermal Royal Blue	208.33
Cassie Weinberg	10018	3/7/2016	Jamba Juice	116.00
BallCharts	10019	3/7/2016	40 DY0 Lineup Cards	196.00
Susan Freitag	10109	3/7/2016	Urinetown Makeup, Set, Costumes Spring Play	211.71
AdTaxi	10117	3/7/2016	01/16 Interactive Advertising, LA Daily News	5,895.00
Los Angeles Unified School District	10121	3/7/2016	11/6/15 Zuch, Kyle	693.63
Los Angeles Unified School District	10122	3/7/2016	Jugmohan, Tajeet	370.79
Law Offices of Young, Minney & Corr, LLP	10123	3/7/2016	1/2016 Legal fees	25,422.81
Covantia, LLC	10124	3/7/2016	2/1/16 Software Development and Integration Gateway	4,800.00
CompuClaim	10125	3/7/2016	1/7 MeduClaim Procedure Code Billing	283.12
Curry, William	10126	3/7/2016	1/21 Curbs-Windscreen	990.00
Joel Maki	10127	3/7/2016	Musical Direction of Urinetown (remaining 50% payment)	1,000.00
Interquest Detection Canines	10128	3/7/2016	2/16 Canine Detection	175.00
FACT	10129	3/7/2016	01/11 - 1/28/16 Spec Ed Services Sidath Hulugalle	4,069.85
Deny Sportswear	10130	3/7/2016	8x10 full color dye sub plaques with gold matte	74.01
The Help Group-Summit View	10131	3/7/2016	01/16 Transportation	364.88
Pitney Bowes	10132	3/7/2016	Postage	9.99
PlaceWorks	10133	3/7/2016	12/15 Professional Services Phase I ESA Shoup Property	11.21
DecisionInsite	10134	3/7/2016	1/22/16-1/21/17 MySchoolLocator	895.00
American Heritage Life Insurance Company	10135	3/7/2016	3/16 Supplemental Health Insurance Premium	1,262.04
The Help Group-North Hills Prep School	10136	3/7/2016	01/16 Special Ed Services	6,265.31
The Help Group-Summit View	10137	3/7/2016	01/16 Special Ed Services	2,637.16
WT Cox Subscriptions	10138	3/7/2016	4/16 - 3/17 WT Cox magazine subscriptions Library	522.16
Kelly Services, Inc.	10139	3/7/2016	Substitute Teachers through 2/21/16	15,630.89
DirectEd Specialized Services LLC	10140	3/7/2016	1/29/16 Consultation Services	450.00
Nite Owl Alarm & Video, Inc.	10141	3/7/2016	3/2016 Burglar Monitoring Shoup Property	45.00
Advanced Office Automation, Inc.	10142	3/7/2016	Repro Line Cost Per Copy	207.10
The Cruz Center	10143	3/7/2016	01/16 Special Ed Services (PT)	1,265.00
Thomas Fakehany	10144	3/7/2016	03/08/16 Boys Volleyball Game vs Bishop Amat HS Varsity Game - Umpire	107.00
Gary Saunders II	10145	3/7/2016	03/08/16 Varsity Boys Volleyball game vs Bishop Amat - Ump	112.00
Michael Clarke	10146	3/7/2016	03/08/16 Varsity Softball Game vs Alemany HS - Plate	70.00
Mike Venarde	10147	3/7/2016	03/08/16 Varsity Softball Game vs Alemany - Base	68.00
Regional TAP Service Center	10148	3/7/2016	02/16 METRO 30DAY ST	144.00
Sylvia Yi	2159	3/8/2016	FSA Reimbursement	416.66
Amy Carter (ee)	2160	3/8/2016	FSA Reimbursement	415.00
Cory Wiener	10020	3/8/2016	03/06/16 Supervision Powder Puff Sr. Class 2016	39.00
Rene Calderon	10149	3/8/2016	03/08/16 Girls Soccer Official - SoCal CIF Regionals RD 1 - Ref	76.00
Jorge Rojas	10150	3/8/2016	03/08/16 Girls Soccer Official - SoCal CIF Regionals RD 1 - AR1	67.00
Josue Cadena	10151	3/8/2016	03/08/16 Girls Soccer Official - SoCal CIF Regionals RD 1 - AR2	67.00
CIF LA City Section	10152	3/9/2016	Girls Basketball Playoff share-LA City CIF Office	109.00
CIF Southern Section	10153	3/9/2016	4/21-4/23/16 Entry Fee Ojai Tennis Tournament-Alexander Gerscovich, Gabriel Jordan	60.00
CIF Southern Section	10154	3/9/2016	4/21-4/23 Entry Fee Ojai Tennis Tournament-Harrison Turner	45.00
Scott Lundgren	10155	3/10/2016	Mock Trial Sweatshirt 2014-15 Refund 11 sweatshirts @\$35	385.00
Fairfax High School	10156	3/10/2016	02/19/16 Girls Basketball Playoff Share-Fairfax HS	54.50
Alexander Patino Chavez	10157	3/10/2016	Refund for CSF	10.00
Laszlo Enterprises, Inc	10158	3/10/2016	3/10/16 Round Trip ECR to USC Dederax Field	775.00
Emily Mercer	10159	3/10/2016	Mock Trial Sweatshirt 2014-15 Refund	35.00
Gloria Ibarra	10160	3/10/2016	Refund for 2014-15 Mock Trial Sweatshirt	35.00
Gail Duncan	10161	3/10/2016	Mock Trial Sweatshirt 2014-15 Refund	35.00
CHSSA	10162	3/10/2016	04/16 - 18/16 State Debate CHSSA Tournament Entry Fees	425.00
Six Flags Magic Mountain	10021	3/11/2016	03/18/16 Six Flags Magic Mtn AVID Admission Ticket	2,991.18

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Vendor	Check Number	Date	Description	Check Amount
Shelly Marshall	10022	3/11/2016	Poles	1,728.77
Cheyenne Tran	10023	3/11/2016	Arch Fu-Flight and Hotel	1,111.62
Los Angeles Pierce College	10024	3/11/2016	5/28/16 Elite Passing Tournament	250.00
Evan Coleman	10163	3/11/2016	3/3 Travel to LAUSD Office and Union Station	30.02
Wendy Treuhaft	10164	3/11/2016	1/21 ECR to Pacific Palisades	103.03
Wendy Treuhaft	10165	3/11/2016	Budget Car Rental	1,618.89
Billy Ramirez	10166	3/11/2016	Batteries from Smart&Final	18.29
Eric Choi	10167	3/11/2016	Aeroburner Soft	167.00
Southern California Journalism Education Association (SCJEA)	10168	3/11/2016	03/10/16 SCJEA Registration	70.00
Fast Deer Bus Charter, Inc	10169	3/11/2016	03/12/16 RT ECR to Long Beach Poly HS	1,090.46
School Financial Services LACOE	10170	3/11/2016	2/16 PERS Employee Contributions Shortage	44,485.11
Real Volleyball	10025	3/14/2016	Asics Tyson Sleeveless Jersey - 15 White/Black,15 Royal/White	1,611.39
Band Today	10026	3/14/2016	NM 170 Flag	739.20
Procopio, Cory, Hargreaves & Savitch LLP	10171	3/14/2016	01/31/16 Legal Services	2,028.00
Montanez, Pedro	10172	3/14/2016	Feb 2016 Coaching hours	3,650.00
Truitt, Christopher	10173	3/14/2016	2/5-2/29/16 Weekly Rehearsals	892.50
Vinay Lal	10174	3/14/2016	03/05/16 Lecture/Presentation on India for AcaDeca	200.00
Cathers Consulting	10175	3/14/2016	2/29/16 Presentations of Art and Music from India to Aca-Deca Team	700.00
McLean Accounting Solutions	10176	3/14/2016	1/27-2/19/16 Payroll Services	1,925.00
Staples Business Advantage	10177	3/14/2016	Cardstock 110#	1,986.61
Staples Business Advantage	10178	3/14/2016	2/29 Office Supplies-Main Office	342.84
Canon Solutions America, Inc	10179	3/14/2016	02/01/2016 - 04/30/2016 Maintenance	514.80
The Home Depot	10180	3/14/2016	1/25 Urinetown Supplies	418.58
Smart & Final	10181	3/14/2016	1/22-2/25/16 Cooking Supplies for Food Class	1,021.08
Eastbay Team Sales	10182	3/14/2016	Brasilia 7 XL Backpacks	300.84
Inspire Communication, Inc	10183	3/14/2016	01/16 Sara Goss @ \$85/hr, Screening & Therapy/Staff Consultation and Documentation	3,825.00
Inspire Communication, Inc	10184	3/14/2016	02/16 Sara Goss @ \$85/hr, Screening & Therapy/Staff Consultation and Documentation	5,100.00
Pearson Education	10185	3/14/2016	Chemistry Prep Test	34,666.29
Pearson Education	10186	3/14/2016	Precalculus Books	21,090.08
Child and Family Guidance Center/Northpoint School	10187	3/14/2016	11/15 - 1/16 Contracted Group Counseling Services	680.00
Brooks Transportation Inc.	10188	3/14/2016	2/26 Round Trip ECR to Calabasas High	1,750.00
Cartridge	10189	3/14/2016	HP Laserjet 600	348.58
American Foothill Publishing Co.	10190	3/14/2016	The Kings Courier Issue 8 Vol 46 02/19/16	605.00
Vista Paint Corporation	10191	3/14/2016	Paint,Brush	176.42
Lisa Huffaker	10192	3/14/2016	Bus Parking Pass for CA Sci Center	12.00
Matthew Harbort (ee)	2161	3/15/2016	FSA Reimbursement	1,049.00
Terrence Fischer	10027	3/15/2016	Wrestling Uniform	48.55
Fast Deer Bus Charter, Inc	10193	3/15/2016	3/15/16 Round Trip ECR to Narbonne High School	896.52
Jason Rotolo	10194	3/15/2016	3/15/16 JV Baseball Official - Narbonne vs ECR	75.00
Laszlo Enterprises, Inc	10195	3/15/2016	3/20/16-3/24/16 Round Trip ECR to San Diego	4,300.00
On Track and Field, Inc	10196	3/15/2016	Mystic Vault Pole 11ft	608.82
The Gas Company	10197	3/15/2016	1/27-2/26/16 Gas Bill, 7401 Shoup Ave.	37.19
Piece of Mind Care Services	10198	3/15/2016	2/16 Special Ed Services (LEA/Healthcare/Medical Funding)	500.00
Ward's Science	10199	3/15/2016	Fully Extracted Brain	2,431.03
Advanced Office Automation, Inc.	10200	3/15/2016	FSS Excess Copies	210.88
Tara Kim, MA, OTR/L	10201	3/15/2016	02/09 -16 /16 Occupational Therapy	431.25
Feddersen & Company, LLP	10202	3/15/2016	01/16 Review of the ECR Alliance fiscal policies and procedures handbook.	1,390.00
Apperson	10203	3/15/2016	Scantrons	269.92
Canon Financial Services, Inc.	10204	3/15/2016	4/1-6/30/16 Equipment Lease IR32451 Image Runner 32451	6,523.35
Department of Justice (State of CA)	10205	3/15/2016	2/16 Fingerprint Apps	160.00
Alan Grant	10206	3/15/2016	2/26/16 Supervision and Assist VEX Robotics	112.50
Stephanie Franklin	10207	3/15/2016	USAD Study Materials for Academic Decathlon 2017 season	3,416.27
Xena Paniagua	10208	3/15/2016	3/4/16 ECR to LA County Office	66.10
Terrence Fischer	10209	3/15/2016	3/3-3/7 Rental Van-State Wrestling Tournament	469.43
Eric Choi	10028	3/16/2016	Pizza	357.51

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Steve McKenna	10210	3/16/2016	3/16/16 JV Softball vs Oaks Christian HS	73.00
L.J. Dolan	10211	3/16/2016	03/16/16 Varsity Boys Volleyball game vs Narbonne - Ump	107.00
Eriks R. Teteris	10212	3/16/2016	03/16/16 Varsity Boys Volleyball game vs Narbonne - Ref	112.00
Oaks Christian Track & Field	10213	3/16/2016	3/19/16 Maurice Greene Invitational	350.00
Santa Barbara Easter Relays	10214	3/16/2016	3/26/16 Santa Barbara Easter Relays Track and Field	350.00
Lance Delgado Music	10215	3/16/2016	"See What You Hear"-Custom-made Indoor Drumline Show Music	1,800.00
Christopher Spindler	10216	3/16/2016	Live Scan	67.80
Eric Choi	10217	3/16/2016	3/9 Cart	149.00
Ronnie Watson	10218	3/16/2016	3/5 Home to Cal State Dominguez	320.86
Richard Yi	10219	3/16/2016	Parking Permit Fee-Schaefer	36.00
Richard Yi	10220	3/16/2016	Tennis Balls	85.00
Lori Chandler	10221	3/16/2016	Cases of Tennis Balls	126.33
Patricia Estrin	10222	3/16/2016	Film Festival Submission Fees for 5 students(NFFTY), (CYN)	245.00
Patricia Estrin	10223	3/16/2016	NFFTY "Channel"	255.00
Patricia Estrin	10224	3/16/2016	Wire, Rope, Dowel	226.68
Billy Ramirez	10225	3/16/2016	1/4 ECR to Oxnard HS(x2)-Girl's Soccer	272.91
Jeffrey Craig	10226	3/16/2016	Tamron 18-270mm lens	421.86
Bagger Sports	10029	3/17/2016	Rawlings Primo PRM 1275H Outfield Glove	1,458.42
Cimarron Sign Services, Inc.	10030	3/17/2016	Fabricated eighteen banners	2,648.00
Harvey Inouye	10227	3/17/2016	3/17/16 - Base Varsity Softball vs Chaminade HS	68.00
David Rosenberg	10228	3/17/2016	03/17/16 Plate-Varsity Softball vs Chaminade HS	70.00
Will Geer's Theatricum Botanicum	10229	3/17/2016	4/20/16 School Days "Full Day" Workshops and Performances-A Midsummer Night's Dream	4,562.50
EdTec Inc.	10230	3/17/2016	11/15 EdTec Monthly Service	18,810.00
EdTec Inc.	10231	3/17/2016	12/15 EdTec Monthly Service	33,000.00
EdTec Inc.	10232	3/17/2016	02/16 EdTec Monthly Service	33,000.00
Fence Factory Rentals	10233	3/17/2016	3/4-3/7 Fence Rental	420.00
Brooks Transportation Inc.	10234	3/17/2016	3/6/16 Round Trip to Bilingual Foundation of the Arts	3,450.00
Jostens	10235	3/17/2016	Girls Volleyball Championship Rings-Remaining Payment	5,364.18
LADWP	10236	3/17/2016	12/14/15-12/29/15 Water Charges	6,069.43
Canon Solutions America, Inc	10237	3/17/2016	03/16-05/16 VP 4120 Maintenance	736.98
Shira Levi	10238	3/17/2016	CSF refund-Shira Levi	10.00
John Brown	10239	3/17/2016	03/17/16 Baseball Game vs Poly Base	74.00
Paul Schultz	10240	3/17/2016	03/17/16 Baseball Game vs Poly. Plate	78.00
Matthew Gomez	10241	3/17/2016	1/11-Feb 18/16 Rehearsal(35.5 hrs)	710.00
Verdugo Hills Autism Project	10242	3/17/2016	12/15 Intervention, Supervision-Conner Johnson	4,176.90
Verdugo Hills Autism Project	10243	3/17/2016	01/16 Intervention, Supervision-Connor Johnson	4,941.90
FACT	10244	3/17/2016	02/16 Services for Sidath Hulugalle-O. Nicholas	6,122.43
FACT	10245	3/17/2016	02/16 Services for Joshua Shapiro	4,784.08
Phillips & Associates	10246	3/17/2016	02/16 Professional Fees	5,254.04
Ruwanthi Kotuwelle	10247	3/17/2016	Refund for CSF	11.00
Transit Systems Unlimited, Inc.	10248	3/17/2016	3/9/16 Charter Bus Order- Girls Basketball	1,570.00
CompuClaim	10249	3/17/2016	02/16 Procedure Code Billing	11.61
Buddy's All Stars	10250	3/17/2016	Nike Game Jersey	109.20
Leighton Hom	10251	3/17/2016	Meal Time (Student Lauren Hom) Reimbursement	223.50
Brooks Transportation Inc.	10252	3/17/2016	3/9/16 Round Trip ECR to Little Tokyo	755.00
Brooks Transportation Inc.	10253	3/17/2016	3/4/16 Round Trip to CSU Channel Islands	400.00
Educatius International	10254	3/17/2016	International Student-partial tuition refund-Leevi Oramo Last day 2/12/16	3,500.00
Los Angeles County Tax Collector	10255	3/17/2016	03/31/16 Supplemental Secured Property Tax, First Payment	3,636.30
Webinopoly	10256	3/17/2016	Web Design Final Payment	1,500.00
California Interscholastic Federation State Office	10257	3/17/2016	03/08/16 Game Box Office Sales/Gross Income	204.00
Jules Seltzer Associates	10258	3/17/2016	Rect. Counter Balance	10,327.97
Sarah Brody	10259	3/18/2016	Refund for Powder-Puff Jersey-Sarah Brody SR Class 2016	30.00
California Science Center Foundation	10260	3/18/2016	3/31/16 Trip to CSC	648.00
California Science Center Foundation	10261	3/18/2016	4/1/16 Trip to CSC	805.25
Woodland Hills Printing	10262	3/18/2016	10-Page Urinetown Programs(Spring Play)	1,133.60

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Woodland Hills Printing	10263	3/18/2016	Posters for Urinetown(Spring Play)	218.00
Rosario Datu	10264	3/22/2016	Taxes and Deductions	3,793.36
Maziar Alagheband	10265	3/22/2016	PERS	334.75
World Unispec	10266	3/22/2016	Flat Bill w/Plastic Strap ECR Cap	228.00
McGraw-Hill Education, Inc.	10267	3/22/2016	Creative Living Skills test generator CD	158.60
Procopio, Cory, Hargreaves & Savitch LLP	10268	3/22/2016	02/16-Professional Fees	1,284.40
The Print Spot	10269	3/22/2016	02/16 The Print Spot-Client Services	5,355.77
EDD (Employment Development Dept.)	10270	3/22/2016	10/15-12/15 UI SEF	2,837.92
Brooks Transportation Inc.	10271	3/22/2016	2/19/16 Round Trip ECR to Roybal LC-Wrestling	1,550.00
PARS	10272	3/22/2016	01/16 PARS Admin Fees	312.12
CCSA Employee Welfare Benefit Trust	10273	3/29/2016	4/16 Employee Benefits	276,470.07
Benefit and Risk Management Services	10274	3/29/2016	04/16 Admin Fee	217.00
Los Angeles Unified School District	10275	3/29/2016	2015-16 Facilities Cost (Total Pro Rata Share due Annually from ECR)	328,745.10
College Board	10276	3/29/2016	2015-2016 College Board Membership Fee	325.00
VIMB	10277	3/29/2016	3/19 22nd Irvine Invitational Jazz Festival	400.00
American Express	10278	3/29/2016	2. The UPS Store REF# 0864142	414.90
American Express	10279	3/29/2016	1. Dropbox REF# BMTXJNT	674.93
American Express	10280	3/29/2016	46. Amazon.com REF# 09GB9ZOPC9W	17,986.82
American Express	10281	3/29/2016	1. Intuit REF# IGS_1101816	264.13
Yvonne Halski	10283	3/29/2016	2/15/16- Aca Deca	142.78
Jim Russell	10282	3/30/2016	03/30/16 Varsity Boys Volleyball game vs Chatsworth - Ref	112.00
Colleen Garner	10284	3/30/2016	03/30/16 Varsity Boys Volleyball game vs Chatsworth HS - Ump	107.00
Scott Corr-Robinett	10285	3/30/2016	03/31/16 Timing and Judging ECR Track & Field home meet	500.00
Austin Shanks	10286	3/30/2016	3/31/16-Track & Field Starter - Taft vs ECR	105.00
Pacific Platinum Services, Inc.	10287	3/31/2016	03/31/16 SoCal CIF SemiFinal Playoff Game vs P Palisades Team Bus	545.00

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Cover Sheet

Review and Vote April Check Register

Section: II. Consent
Item: F. Review and Vote April Check Register
Purpose: Vote
Submitted by:
Related Material: April Check Register.pdf

Check Register



El Camino Real High School

April 2016

Grand Total 472,388.46

Vendor	Check Number	Date	Description	Check Amount
Cheyenne Tran	10031	4/1/2016	PRJRN/2016/0331,T-Robotics,Arch Fu Flight Only	793.28
Brandon Stephens	10032	4/1/2016	PRJRN/2016/0333,T-Girls Water Polo,Legends of Fame Resin	1,876.40
Brandon Stephens	10032	4/1/2016	PRJRN/2016/0333,T-Girls Water Polo,Legends of Fame Resin	1.50
Eric Choi	10033	4/1/2016	PRJRN/2016/0332,T- Boys Golf,Aeroburner Pro	19.50
Eric Choi	10033	4/1/2016	PRJRN/2016/0332,T- Boys Golf,Aeroburner Pro	52.00
Eric Choi	10033	4/1/2016	PRJRN/2016/0332,T- Boys Golf,Aeroburner Pro	21.00
Eric Choi	10033	4/1/2016	PRJRN/2016/0332,T- Boys Golf,Aeroburner Pro	58.00
Eric Choi	10033	4/1/2016	PRJRN/2016/0332,T- Boys Golf,Aeroburner Pro	14.00
Alyssa Lee	10035	4/1/2016	PRJRN/2016/0329,T-Boys Volleyball,(Vegas Tourney)- Sunset Station Buffet	162.63
Alyssa Lee	10035	4/1/2016	PRJRN/2016/0329,T-Boys Volleyball,(Vegas Tourney)- Sunset Station Buffet	221.37
Alyssa Lee	10035	4/1/2016	PRJRN/2016/0329,T-Boys Volleyball,(Vegas Tourney)- Sunset Station Buffet	247.96
Alyssa Lee	10035	4/1/2016	PRJRN/2016/0329,T-Boys Volleyball,(Vegas Tourney)- Sunset Station Buffet	160.28
Alyssa Lee	10035	4/1/2016	PRJRN/2016/0329,T-Boys Volleyball,(Vegas Tourney)- Sunset Station Buffet	130.00
Alyssa Lee	10035	4/1/2016	PRJRN/2016/0329,T-Boys Volleyball,(Vegas Tourney)- Sunset Station Buffet	119.99
Mountain Gate Country Club	10036	4/1/2016	Adidas Barricade Bermuda Polos	21.14
Mountain Gate Country Club	10037	4/1/2016	Adidas Response Tees	698.16
Eric Choi	10288	4/1/2016	PRJRN/2016/0334,Girls Soccer,Gatorade Package	145.00
Madraswala, Rashida	10289	4/1/2016	PRJRN/2016/0336,Science ,Balloons & Fruit Snacks	143.42
Collins, Kyna	10290	4/1/2016	PRJRN/2016/0330,English ,3/16/16-3/19/16 Round trip ECR to Palm Springs	736.95
Roshin Lak	10291	4/1/2016	Refund for CSF-Lak Rozhin	11.00
Mutual of Omaha	10292	4/1/2016	02/16-Voluntary Disability Insurance	1,919.14
Mutual of Omaha	10293	4/1/2016	03/16-Voluntary Disability Insurance	1,919.14
Mutual of Omaha	10294	4/1/2016	04/16-Voluntary Disability Insurance	1,919.14
Steven Pierson	10295	4/1/2016	Special Ed Services-Amie Baral	360.00

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Vendor	Check Number	Date	Description	Check Amount
Tournament of Champions	10296	4/1/2016	4/30 - 5/03/16 Entries in Congressional Debate	495.00
Revolution Foods, Inc.	10297	4/1/2016	02/16-Food	49,480.90
Orlando John Vazquez	10298	4/1/2016	Missing hours - Powder Puff event	451.66
Emese Gaspar	10299	4/1/2016	Final Check #1 HW and Hours	1,071.71
Emese Gaspar	10300	4/1/2016	Final Check #2 Vacation hours	925.90
Weingartner, Karl	10368	4/1/2016	041216 Boys Volleyball Official - Eagle Rock and Birmingham.pdf Weingartner, K PO 01650 \$112 041216.pdf	112.00
David Rosenberg	10425	4/1/2016	041816 Var Softball Officials vs Chatsworth Make Up 040816.pdf Rosenberg, David \$70 041816.pdf	70.00
Musick, Peeler & Garrett LLP	10301	4/4/2016	Professional Services through 10/31/15 Purchase of 7401 Shoup Ave	4,560.00
Musick, Peeler & Garrett LLP	10302	4/4/2016	Legal Services through 1/31/16 for Shoup Property	1,589.00
Musick, Peeler & Garrett LLP	10303	4/4/2016	Legal Services through 2/29/16 for Shoup Property	4,880.00
Hope's Mobile Notary	10304	4/4/2016	Mobile Notary Charges for Robert Fehte Shoup Master Land Permit	30.00
Verizon Wireless	10305	4/4/2016	02/16-Communication Services	719.73
Kelly Services, Inc.	10306	4/4/2016	Substitute Teachers through 2/28/16	7,457.84
Kelly Services, Inc.	10307	4/4/2016	Substitute Teachers through 3/13/16	9,562.53
Kelly Services, Inc.	10308	4/4/2016	Substitute Teachers through 3/20/16	12,107.30
McLean Accounting Solutions	10309	4/4/2016	2/26/16-3/24/16 Payroll Services	1,340.85
American Heritage Life Insurance Company	10310	4/4/2016	04/16-Supplemental Health Insurance Premium	1,262.04
City of Los Angeles	10311	4/5/2016	Fee-Master land Use Permit Application	19,000.00
National Speech & Debate Association	10312	4/5/2016	High School Membership	149.00
Unum Life Insurance Company of America	10313	4/5/2016	04/16-Premium Life Insurance	4,008.82
Cengage Learning	10314	4/5/2016	A First Course in Differential Equations w/Modeling Apps	17,913.06
Robert Armas	10315	4/6/2016	04/06/16 JV Softball vs Taft HS - Plate	73.00
Kelly Services, Inc.	10316	4/6/2016	Substitute Teachers through 3/6/16	8,843.93
Piece of Mind Care Services	10317	4/6/2016	02/16 Special Ed Services	6,526.03
Piece of Mind Care Services	10318	4/6/2016	03/16 Special Ed Services	5,849.20
Paul Cohen	10319	4/6/2016	04/6/16 Baseball Game vs Taft Plate	78.00
Mike Levy	10320	4/6/2016	04/06/16 Baseball vs Taft HS Base	74.00
Alan Stein	10321	4/6/2016	4/08/16 JV Baseball Official - Chatsworth vs ECR -Plate	75.00
Maryann Centobene	10322	4/6/2016	04/06/16 Varsity Boys Volleyball game vs Cleveland HS - Ump	107.00
Thomas Fakehany	10323	4/6/2016	04/06/16 Varsity Boys Volleyball game vs Cleveland HS - Ref	112.00
Beth Corbett	10038	4/7/2016	Tax	86.76

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School Financial Services LACOE	10324	4/7/2016	STRS underpayment - FEB 2016	193.46
Ralph Peck	10325	4/7/2016	4/08/16 Varsity Softball vs Chatsworth HS - Base	68.00
David Rosenberg	10326	4/7/2016	4/08/16 Varsity Softball vs Chatsworth -Plate	70.00
Scott Corr-Robinett	10327	4/7/2016	4/14/16 Timing and Judging ECR Track & Field home meet	500.00
DirectEd Specialized Services LLC	10328	4/7/2016	2/16-2/19/16 Consultation Services	1,087.50
Leszek Cymerska	10329	4/7/2016	Refund from AP Tests	522.00
Law Offices of Young, Minney & Corr, LLP	10330	4/7/2016	02/29/16 Legal Fees	17,618.10
US Life Insurance Co of NY	10331	4/7/2016	03/16 Voluntary Life	620.36
Journalism Education Association	10332	4/7/2016	JEA Write-offs:Los Angeles Spring 2016	380.00
Brooks Transportation Inc.	10333	4/7/2016	3/19 Round Trip ECR to Irvine Invitational Jazz Festival Preparation for 22nd Irvine Invitational Jazz Festival:Brass	915.00
Jeffrey Bunnell	10334	4/7/2016	and Winds	450.00
Heidi Maury	10335	4/7/2016	03/17 - 03/19/16 CUE Conference Fee	1,753.00
Samantha Spencer	10336	4/7/2016	Per Diem meal	649.68
Angel Lerma	10337	4/7/2016	3rd ELAC Meeting 3/30/16 Ralph's	62.06
Brandon Stephens	10039	4/8/2016	2 Medium Gildan Ultra Cotton Tank	50.70
Billy Ramirez	10338	4/8/2016	Lodging	392.86
Douglas Taylor	10339	4/8/2016	Replace Screen on L. Ring's Ipad	119.90
David Valenzuela	10340	4/8/2016	Reimbursement Meals	586.31
Stephanie Franklin	10341	4/8/2016	Bob Hope Airport Parking	8,967.41
Holly Kiamanesh	10342	4/8/2016	Facemasks	88.75
Kimberly Messadieh	10343	4/8/2016	Write off contest fees	838.00
Arcadia Invitational	10344	4/8/2016	4/8/16-4/9/16 49th Annual Arcadia Invitational-Fee Track & Field	225.00
Jeffrey Craig	10040	4/11/2016	Acosta, Matt	210.00
Sharon Markenson	10346	4/11/2016	2/2 - 3/15/16 Coaching and Supervising for Aca Deca	1,620.00
Buddy's All Stars	10347	4/11/2016	Nike Vapor Footballs	1,013.23
John Burroughs High School	10348	4/11/2016	11/30-12/2 Burroughs JV Tournament	375.00
Staples Business Advantage	10349	4/11/2016	Office Supplies-Main Office	331.81
Blick Art Materials	10350	4/11/2016	Color Pen	598.02
School Services of California, Inc.	10351	4/11/2016	2014-15 SABRE Report Addendum	200.00
Fred J. Miller, Inc.	10352	4/11/2016	Cesario Jacket Band	10,995.00
Scott Corr-Robinett	10353	4/11/2016	4/28/16 Timing and Judging ECR home meet	500.00
Buddy's All Stars	10354	4/11/2016	Reconditioning of Shoulder Pads	2,522.80
Buddy's All Stars	10355	4/11/2016	Reconditioning of Helmets and Paint (2015 Expense)	7,004.50
Brooks Transportation Inc.	10356	4/11/2016	3/18 Round trip ECR to CA Science Center(R Montague)	1,125.00
Brooks Transportation Inc.	10357	4/11/2016	3/18 Round trip ECR to Magic Mountain (L Pratt)	1,100.00

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Vendor	Check Number	Date	Description	Check Amount
Merit Oil Company	10358	4/11/2016	3/10/16 Delivery Gasoline	408.11
Truitt, Christopher	10359	4/11/2016	2/18-3/18 Prep for 22nd Irvine Invitational Jazz Festival	400.00
School Health Corporation	10360	4/11/2016	Med Elbow	106.05
Ward's Science	10361	4/11/2016	Light Fixture	292.45
FedEx	10362	4/11/2016	2/22/16 to CalSTRS Sacramento 07/31/16 Supplemental Secured Property Tax, Second	35.34
Los Angeles County Tax Collector	10363	4/11/2016	Payment	3,636.30
Staples Business Advantage	10364	4/11/2016	2/26/ Office Supplies-Sakaguchi	402.72
The Shredders	10365	4/11/2016	02/11/16- Shredding	49.00
Jeffrey Bunnell	10041	4/12/2016	Reimbursement to Jeffrey Bunnell for piccolo repair	250.00
Bagger Sports	10042	4/12/2016	Remaining Balance for Spirit Pack Items	4,195.70
Bagger Sports	10043	4/12/2016	Majestic MLB Fleece Pullover, Royal M	1,243.95
Transit Systems Unlimited, Inc.	10044	4/12/2016	3/29/16 Charter Bus to South Hills HS-Boys Baseball Trust	770.00
Anderson's, Inc.	10045	4/12/2016	Satin Fabric-Red 58"x10yds	590.26
Adriana Wigodsky	10366	4/12/2016	To replace old PWB Check (Reimbursment for Office Supplies, TAP Card)	475.20
Lance Delgado Music	10367	4/12/2016	Replacement Check-"See What You Hear"-Custom-made Indoor Drumline Show Music	1,200.00
Lee Barnathan	10369	4/12/2016	04/12/16 Varsity Boys Volleyball game vs Eagle Rock HS - Ump	107.00
Mireya Coronado	10370	4/12/2016	04/13/16 Varsity Softball vs Granada Hills CHS - Plate	70.00
Anthony Leonard	10371	4/12/2016	04/13/16 Varsity Softball vs Granada Hills CHS - Bases	68.00
Robert Jiron	10372	4/12/2016	4/13/16 - JV Baseball Official - Granada Hills CHS vs ECR - Plate	75.00
Colleen Garner	10373	4/12/2016	04/13/16 Varsity Boys Volleyball game vs Birmingham CCHS - Ref	112.00
Jan Bernard	10374	4/12/2016	04/13/16 Varsity Boys Volleyball game vs Birmingham CCHS - Ump	107.00
Lance Delgado	10375	4/12/2016	Monday/Thursday Rehearsals (3/3, 3/7, 3/10, 3/14, 3/17, 3/28,3/31/16)	1,375.00
Ewing	10376	4/12/2016	50lb Turface mvp	542.68
American Express	10377	4/12/2016	1. American Airlines Personal TKT# 0010626084937 Personal	1,541.65
American Express	10378	4/12/2016	38. Date: 03/11/2016 100.22LOVIS DELICATESSEN I CALABASAS CA	38,167.95
American Express	10379	4/12/2016	1. Woodland Warner Flowers Ref# 255520218	608.20
American Express	10380	4/12/2016	2. Jules Seltzer Ref# 854829086063	11,119.79
Transit Systems Unlimited, Inc.	10381	4/12/2016	3/31/16 Charter Bus Order-Boys Baseball	770.00

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Maxim Staffing Solutions	10382	4/13/2016	3/16-3/18 LVN for SPED One on One- Niles, Kenneth	472.50
The Home Depot	10383	4/13/2016	Woodshop Supplies	477.48
Transit Systems Unlimited, Inc.	10384	4/13/2016	3/30/16 Charter Bus to Great Oak HS Boys Baseball	815.00
Maxim Staffing Solutions	10386	4/13/2016	2/22-2/27/16 LVN for SPED One on One- Gina Garcia	971.25
Bill Ferrell Co.	10387	4/13/2016	3/14/16 Trucking- deliver staging to school	300.00
White's Studios, Inc.	10388	4/13/2016	Evolis Tattoo 2 Ribbons for IDs	172.66
Vista Paint Corporation	10389	4/13/2016	04/16 Paint Supplies	209.26
Pacific Charter School Development	10390	4/13/2016	03/16 Professional Service Fee for Shoup Ave CUP 1/6	2,000.00
The Gas Company	10391	4/13/2016	2/26/16-3/28/16 Gas Bill for Shoup Property	32.13
Maxim Staffing Solutions	10392	4/13/2016	3/7/16-3/12/16 LVN One on One for SPED	385.00
Maxim Staffing Solutions	10393	4/13/2016	2/29-3/5 LVN One on One for SPED	1,032.50
Marilyn's Trophies	10394	4/13/2016	Plaques	138.68
Marilyn's Trophies	10395	4/13/2016	Plaques	135.45
Herff Jones Inc.	10396	4/13/2016	2016 Yearbook Deposit #2	28,277.50
Maxim Staffing Solutions	10397	4/13/2016	2/16 - 2/19/16 LVN One on One for SPED	831.25
Maxim Staffing Solutions	10398	4/13/2016	2/8/16-2/13/16 LVN One on One for SPED	1,050.00
Brooks Transportation Inc.	10399	4/13/2016	3/14 -Round trip from ECR to Birmingham- Swim & Dive	2,100.00
Brooks Transportation Inc.	10400	4/13/2016	3/26/16 Round Trip ECR to Santa Barbara City College	650.00
Staples Business Advantage	10401	4/13/2016	3/6 Office Supplies	672.54
Brooks Transportation Inc.	10402	4/13/2016	3/16/16 - Round Trip from El Camino High School to the Museum of Tolerance	375.00
Vista Paint Corporation	10403	4/13/2016	03/16 Paint Supplies	415.58
Interquest Detection Canines	10404	4/13/2016	03/16 Canine Detection	175.00
ProQuest LLC	10405	4/13/2016	03/16-02/17 SIRS Researcher (Library)	1,910.00
Curry, William	10406	4/13/2016	2/4-3/2 Paint Services	990.00
Advanced Office Automation, Inc.	10407	4/13/2016	2/12-3/12/16 Repro FSS/CPC Excess Copy Charges	241.55
Brooks Transportation Inc.	10409	4/13/2016	3/13/16 Round trip from ECR to Monrovia High School	585.00
Rogers Athletic Company	10527	4/13/2016	WSG Disc Brake System #801828	492.02
CSF Balfour	10528	4/13/2016	CSF Lamp Pin	1,688.90
Ted Lamoureux	10410	4/14/2016	04/15/16JV Softball vs Chatsworth HS	73.00
Pat Connelly	10411	4/14/2016	4/14/16 Track Starter - Granada Hills vs ECR	105.00
Michael Frain	10412	4/14/2016	04/15/16 Baseball Game vs Chatsworth Plate	78.00
David Anson	10413	4/14/2016	04/15/16 Baseball Game vs Chatsworth Base	74.00
Marlon Mason II	10414	4/14/2016	04/14/16 JV Baseball Official - Chatsworth HS vs ECR - Plate	75.00
Mt. SAC Cross Country Invitational	10415	4/14/2016	4/16/16 58th Annual Relays-Fee for Relay Teams	192.00
Alonzo Solares	10416	4/14/2016	Meals	599.15
Lance Delgado Music	10417	4/14/2016	Replaced check#10215 "See What You Hear"-Custom-made Indoor Drumline Show Music	1,800.00

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Lisa Ring	10418	4/14/2016	Mileage	399.80
Jeffrey Craig	10419	4/14/2016	Pictures-Leadership	150.85
Sarah Sands	10420	4/14/2016	3/17/16 CCSA Conference-ECR to Long Beach Convention Center	65.77
Susan Kim	10421	4/14/2016	3/16/17 Lunch with Fernando, Wendy, Sarah, Susan at LB Conf-Famous Dave's	309.87
Nite Owl Alarm & Video, Inc.	10422	4/15/2016	04/16 Burglar Monitoring for Shoup Property	45.00
Transit Systems Unlimited, Inc.	10423	4/15/2016	4/1/16 Charter Bus Order-Boys Baseball	770.00
Ralph Peck	10424	4/18/2016	4/18/16 Varsity Softball vs Chatsworth HS - Base	68.00
Chuck Warren	10426	4/18/2016	04/18/16 Swimming & Diving Official - Cleveland vs ECR	98.00
Cory Wiener	10427	4/18/2016	03/15/16 Supervision Baseball	331.50
Hope's Mobile Notary	10429	4/19/2016	04/05/16 Mobile Notary Charges #2 for Robert Fente Shoup Master Land Permit	35.00
Alana Palacio	10430	4/19/2016	Refund for Textbook fee paid 6/10/15 The American Vision	88.00
Desiree Henning	10431	4/19/2016	Refund for Powderpuff Sr Class 2016 Jersey (did not play)	35.00
CIF LA City Section	10432	4/19/2016	3/4/16 Tennis Game Forfeiture Due to Violation of the Rule 2704-4	100.00
Ralph Peck	10428	4/20/2016	4/20/16 Baseball Game vs Birmingham CCHS Base	74.00
Edwin Solano	10433	4/20/2016	04/20/16 JV Softball vs Birmingham CCHS - Plate	73.00
Eriks R. Teteris	10434	4/20/2016	04/20/16 Varsity Boys Volleyball game vs Granada Hills CHS - Ref	112.00
William Sollima	10435	4/20/2016	04/20/16 Varsity Boys Volleyball game vs Granada Hills CHS - Ump	107.00
Marlon Mason II	10436	4/20/2016	04/22/16 JV Baseball Official - Birmingham vs ECR Plate	75.00
Claudio Kusnier	10437	4/20/2016	4/22/16 Varsity Softball vs Birmingham CCHS - Plate	70.00
Steve McKenna	10438	4/20/2016	04/22/16 Varsity Softball vs Birmingham CCHS - Bases	68.00
American Foothill Publishing Co.	10439	4/20/2016	The Kings Courier issue March 4, 2016 Vol. 46 Issue 9	691.60
American Foothill Publishing Co.	10440	4/20/2016	The Kings Courier issue: April 1, 2016 Vol 46, Issue 10	775.40
Ken Ashford	10441	4/20/2016	04/20/16 Baseball Game vs Birmingham CCHS Plate	78.00
Carlos Astorga	10524	4/21/2016	04/29/16 Baseball Game vs Granada Hills CHS Plate	78.00
Noe Duran	10046	4/25/2016	Football, Line Adjust Mats	130.66
Tran Cheyanne	10047	4/25/2016	Flight - Rafael Diaz(Robotics Trust)	383.70
Alison Galliher	10048	4/25/2016	4.4 Cubic Feet Mini Black Refridgerator	150.42
Alison Galliher	10049	4/25/2016	Bluetooth Speaker (Radio)	386.80
Iris Quigao	10442	4/25/2016	4/11/16 Parking (7401 Shoup Property)	74.58

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Vendor	Check Number	Date	Description	Check Amount
Jeff Falgien	10443	4/25/2016	taxes	276.99
Lori Pratt	10444	4/25/2016	AVID Chaperone Meal Tickets(LP Pratt, J Beckerman, JDoo, KRodriguez, A Godina)	90.00
Cheyenne Tran	10445	4/25/2016	Flight for Tran and Freeman	1,535.28
Cheyenne Tran	10446	4/25/2016	Bus Parking for Trip	666.50
Luke Freeman	10447	4/25/2016	Meal-Huhot	304.26
Alison Galliher	10448	4/25/2016	3/05 - 06/16 Hotel Room Dance Guard	308.38
Alison Galliher	10449	4/25/2016	File Organizer	62.98
Shelley Mark	10450	4/25/2016	Aaron Brothers-Tortillions	457.23
Brandon Stephens	10451	4/25/2016	LAUSD District Office to Home	24.20
Jacqueline Mata	10452	4/25/2016	4/9/16 Entrance Fee	65.00
Ilda Luna	10453	4/25/2016	4/9/16 Workshop Fee	65.00
Lisa Ring	10454	4/25/2016	Cheezits	70.13
Advanced Office Automation, Inc.	10455	4/25/2016	2/27-3/27/16 FSS Excess Copies-Black	88.83
Brooks Transportation Inc.	10458	4/25/2016	4/2/2016 Round Trip from ECR to CSUSB	725.00
Brooks Transportation Inc.	10459	4/25/2016	4/1/2016 Round trip from ECR to Van Nuys Airport	350.00
Brooks Transportation Inc.	10460	4/25/2016	4/1/2016 Round Trip from ECR to California Science Center	770.00
Trills & Thrills Music Festivals	10465	4/25/2016	5/14/16 Six Flags Magic Mountain Festival: Students	3,374.00
Rent-It	10050	4/26/2016	4/2-4/3 Car Rental	253.64
Karla Villalobos Roque	10051	4/26/2016	Wix.com(Website Domain with Privacy)	24.85
Lauire Finnegan	10052	4/26/2016	Rain Tarp	65.39
Max Yedor	10053	4/26/2016	Un-Balance Work Bar	161.88
Buddy's All Stars	10054	4/26/2016	Flat Bill Snapback Cap	581.18
Cerebellum Corporation	10466	4/26/2016	Game Change	78.54
Curry, William	10467	4/26/2016	3/4- 4/2/16 Prime New Wood, Bench, Planters, Doors (33 hours)	990.00
Vangelia Griffin-Hardie Costumes N Color	10468	4/26/2016	Fundraising Tutus in School Colors	217.50
Covantia, LLC	10469	4/26/2016	03/01/16 - Software Development and Integration Gateway	4,800.00
DirectEd Specialized Services LLC	10470	4/26/2016	2/22-2/25/16 Consultation Services	961.50
Educatius International	10471	4/26/2016	Refund for Foreign Exchange Student-Vu, Thi Ngoc Anh	5,500.00
Lisa Sharp	10472	4/26/2016	Reimbursement for Senior Pins (Band)	267.86
Los Angeles Unified School District	10473	4/26/2016	2/10/16 Game Overtime-LAUSD School Police Jugmohan, Tajeet	343.77
Maxim Staffing Solutions	10474	4/26/2016	3/14/16-3/15/16 LVN for Special Ed One on One-Garcia, Gina	997.50
MPS	10475	4/26/2016	HS Chemcom SE 6E American Chemical Society	17,893.25
Naerok Facilities Management	10476	4/26/2016	Security Services through 03/04/16	3,045.83

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Vendor	Check Number	Date	Description	Check Amount
School Food and Wellness Group	10477	4/26/2016	02/16 NSLP ServicesMonthly School Food Authority Admin Support	850.00
Reading for Success	10478	4/26/2016	Textbooks for Special Ed	953.75
School Health Corporation	10479	4/26/2016	Cups Cone	506.66
Truitt, Christopher	10480	4/26/2016	3/2/16-3/31/16 Weekly Rehearsals	1,155.00
National Speech & Debate Association	10481	4/26/2016	National Contest Entry Fee	333.00
FACT	10482	4/26/2016	Special Ed Services for Joshua Shapiro- Amon Benavides	4,778.80
Staples Business Advantage	10483	4/26/2016	Toner-Boy's PE	178.63
Blick Art Materials	10484	4/26/2016	Itoya Doubleheader	85.92
Blick Art Materials	10485	4/26/2016	Prang Watercolor	278.19
Brooks Transportation Inc.	10486	4/26/2016	3/31/16 Round Trip ECR to CA Science Centre	770.00
Blick Art Materials	10487	4/26/2016	Self Portrait mirror	160.20
Advanced Office Automation, Inc.	10488	4/26/2016	3/12 - 4/12/16 Repro FSS/CPC Excess Copy Charges	146.33
Advanced Office Automation, Inc.	10489	4/26/2016	2/22-3/22/16 Repro Line Cost Per Copy Program	203.78
Child and Family Guidance Center/Northpoint School	10490	4/26/2016	3/3/16-3/31/16 Contracted Group Counseling Services	255.00
Herff Jones Inc.	10491	4/26/2016	Spring Accessory Cords/Stoles Class 2016 (M Satterfield)	3,510.37
The Shredders	10492	4/26/2016	03/16 - Shredding	84.00
Department of Justice (State of CA)	10493	4/26/2016	03/16 Fingerprint Apps	32.00
Dunbar Armored Inc	10494	4/26/2016	Excess Time	290.21
Scantron Corporation	10495	4/26/2016	882-E Answer Sheet, 100Q, 5 Chc Alpha(LEA Billing Options)	1,090.44
Seidy Vela	10496	4/26/2016	Reimbursement for Domino pizza for ELAC Meeting	58.08
Phillips & Associates	10497	4/26/2016	03/16 Professional Fees	3,701.50
Canon Solutions America, Inc	10498	4/26/2016	Maintenance-Copier	72.41
Los Angeles County Office of Education	10500	4/26/2016	8/4/16 Universal Design for Learning for Administrators Conference	35.00
Blick Art Materials	10501	4/26/2016	Self Portrait mirror	153.23
NPO Solutions	10502	4/26/2016	Jan-Feb 2016 Professional Fees(LCAP)	5,970.00
NPO Solutions	10503	4/26/2016	Mar 2016 Professional Fees(LACP)	11,302.50
Harvey Inouye	10504	4/26/2016	04/27/16 Varsity Boys Volleyball game vs Taft HS - Ref	112.00
Mark Arthur	10505	4/26/2016	04/27/16 Varsity Boys Volleyball game vs Taft HS - Ump	107.00
Miguel Flores	10506	4/26/2016	04/27/16 JV Baseball Official - Cleveland vs ECR Plate	75.00
Pat Connelly	10507	4/26/2016	04/28/16 Track & Field Starter - ECR vs Birmingham	105.00
Kirk A. West	10508	4/26/2016	04/27/16 Varsity Softball vs Cleveland HS - Plate	70.00
Mark Clayton	10509	4/26/2016	04/27/16 Varsity Softball vs Cleveland HS - Bases	68.00
Clubcorp Braemar Country Club Inc.	10055	4/27/2016	04/30/16 Banquet-05/115/16 Second Deposit	1,575.02

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Vendor	Check Number	Date	Description	Check Amount
Clubcorp Braemar Country Club Inc.	10056	4/27/2016	5/15/16 Banquet-Final Deposit due 5/8/16	787.51
Jules Seltzer Associates	10510	4/28/2016	Box/File Mobile Pedestal w/ W-Pull	7,524.78
Julio Ramos	10057	4/29/2016	Gas for Rental Truck (Drumline)	196.29
Roi Avraham	10058	4/29/2016	Sound Technician for Creative Writing Dress Rehearsals and Performances, 4/11, 4/14, 4/15, 4/18(Student)	150.00
Naomy Soo Hoo	10059	4/29/2016	Light Technician for Creative Writing Show, 4/11, 4/14, 4/15, 4/18/16 (Student State Crew)	150.00
Ralph Tresvant	10060	4/29/2016	Light Technician for Creative Writing Show, 4/11, 4/14, 4/15, 4/18/16 (Student Stage Crew))	150.00
FACT	10511	4/29/2016	SPED Services for Sidath Hulugalle - O. Nicholas Fontes	5,465.15
FedEx	10512	4/29/2016	Transportation Charges	147.08
NIMCO, Inc.	10513	4/29/2016	Auditory Ossicles	190.05
Alan Grant	10514	4/29/2016	03/16 Supervision and Assist VEX Robotics Club	275.00
Golf Cars - LA	10515	4/29/2016	Golf Cart 2000 EZ Go Repair	258.31
Regional TAP Service Center	10516	4/29/2016	Metro-30 Day Passes	192.00
Alert+Services, Inc.	10517	4/29/2016	Head Restraint-Foam	156.59
GC Mapping Service, Inc.	10518	4/29/2016	Shoup Site CUP application	925.00
Musick, Peeler & Garrett LLP	10519	4/29/2016	Legal Services through 3/31/16 for Shoup Property	5,203.36
Ewing	10520	4/29/2016	Turf Mound Clay Red Baseball Field	800.15
WT Cox Subscriptions	10521	4/29/2016	Additional Payment for 4/16 - 3/17 WT Cox magazine subscriptions Library	30.00
Herff Jones LLC	10522	4/29/2016	Diploma Cover Grad 2016 CV52518	5,303.29
Jonathan Hernandez	10523	4/29/2016	Scholarship Check From Woodland Hills Women's Club(Class 2015)	200.00
William Berger	10525	4/29/2016	4/29/16 Baseball Game vs Granada Hills CHS.Base	74.00
Ted Lamoureaux	10526	4/29/2016	04/29/16 JV Softball vs Granada Hills CHS - Plate Change from J Dall	73.00

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Cover Sheet

Review and Vote Consolidated Application

Section: II. Consent
Item: G. Review and Vote Consolidated Application
Purpose: Vote
Submitted by:
Related Material: CON APP Spring 2016.pdf

2014-15 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2014-15 Title II, Part A entitlement	\$7,889
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Professional Development Expenditures

Professional development for teachers	\$7,889
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$7,889
General Comment (Maximum 500 characters)	

*****Warning*****

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2014-15 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2016.

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement	\$11,310
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$11,310
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$11,310
2014-15 Unspent funds	\$0
General comment (Maximum 500 characters)	

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2015-16 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
El Camino Real Charter High	1932623	Y	0	0	1.9	0	0		0	0	0

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy	Yes
LEA policy compliance	Yes
Does your current Title I district level parental involvement policy meet the above criteria	
Annual evaluation date	06/22/2016

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

The Parent Involvement Policy was developed jointly and approved by parents, teachers and administrators and distributed to all parents of participating students, teachers and to our community. This policy is updated annually in School Site Council (SSC) with parental, teacher and administrative collaboration Meetings shall be offered at convenient dates and times and child care will be provided to facilitate attendance by parents in a language the parents can understand.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parental Involvement Allocation

"The school will provide opportunities for regular meetings where parents may offer suggestions and ask questions regarding Title I policies and programs. If the Title I plan is not satisfactory to the parents, submit any parent comments on the school's plan when it is submitted and provide timely response to parents' suggestions and questions

Describe parental involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Lisa Ring

Contact title

Assistant Principal

Contact e-mail address

l.ring@ecrchs.net

(format abc@xyz.zyx)

Contact telephone number

818-888-7050

(format 999-999-9999)

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Parental Involvement Policy Compliance Requirements

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact E-mail Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
El Camino Real Charter High	1932623	Y		Y		Lisa Ring	Assistant Principal	l.ring@ecrchs.net	818-888-7050

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California Department of Education

Consolidated Application

El Camino Real Charter High (19 64733 1932623)

Status: Certified
 Saved by: Milada Rakijian
 Date: 6/21/2016 4:14 PM

2015-16 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

El Camino Real Charter High (19 64733 19647331932623)

PI Year	3
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	0
Number of students who applied for SES	0
Number of students who received SES	0
PI Activities Exception Comment	Students were notified of the SES option via USPS which resulted in zero participation.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)

Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	Y
Extended school year or day	N
Restructured the internal organizational structure	N
Provide a description of internal organizational restructure activities	

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2015-16 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Entitlement after transfers	\$224,767
Program Improvement set aside (Amount equivalent to 20% of 2015-16 Title I, Part A entitlement plus transfers in.)	\$44,953
Maximum allowable Parent Outreach (Amount equivalent to .2% of 2015-16 Title I, Part A entitlement plus transfers in or 1% of the 20% Program Improvement set aside.)	\$450

Expenditures and Encumbrances

Choice transportation using Title I Part A funds	\$0
Choice transportation using non-Title I Part A funds	\$0
SES using Title I Part A funds	\$0
SES using non-Title I Part A funds	\$0
Parent Outreach using Title I Part A funds	\$0
Parent Outreach using non-Title I Part A funds	\$0
Total expenditures and encumbrances using Title I Part A funds	\$0
Total expenditures and encumbrances using non-Title I Part A funds	\$0
Amount of Program Improvement set aside unspent	\$44,953

Choice Explanation Options

An explanation option is required if total Title I and non-Title I Choice transportation expenditures and encumbrances equals zero	LEA has only one school at the grade level or LEA's schools are in program improvement, corrective action, or restructuring and contacted neighboring LEA's but not able to establish interdistrict transfer agreement(s)
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred. (Maximum 500 characters)	No requests were received for choice transportation or SES.
General comments (Maximum 500 characters)	

Reallocation Exemption

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2015-16 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

The exemptions below are only applicable if the LEA did not meet its 20% Program Improvement obligation (the amount of Program Improvement set aside unspent is greater than zero).

Provided Choice and or SES to all eligible students using less than the 20% obligation	Yes
The LEA has not been able to establish interdistrict transfer agreements, and the LEA could not offer SES because it was not served by any approved providers including online providers	

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California Department of Education**Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Certified
 Saved by: Milada Rakijian
 Date: 6/21/2016 4:14 PM

2015-16 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
El Camino Real Charter High	1932623	0	0	0

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2015-16 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2015 through June 30, 2016.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2015-16 Title II, Part A entitlement	\$5,583
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Professional Development Expenditures

Professional development for teachers	\$5,583
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$5,583
General Comment (Maximum 500 characters)	

*****Warning*****

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2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Lisa
Homeless liaison last name	Ring
Homeless liaison title	Assistant Principal
Homeless liaison e-mail address (format: abc@xyz.zyx)	l.ring@ecrchs.net
Homeless liaison telephone number (format: 999-999-9999)	818-888-7050
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	No
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	No

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2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

County	No
State	No
National	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/19/2014
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2015-16 Title I, Part A Entitlement	\$224,767
2015-16 Title I, Part A direct or indirect services to homeless children reservation	\$1
Amount of 2015-16 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1
No expenditures or encumbrances comment	School is prepared to provide these services if necessary.
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	1/12/2012
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://ecrchs.net/

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	David Fehte
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	06/22/2016

*****Warning*****

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dave Fehte
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/22/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/22/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Lisa Ring
DELAC review date	06/22/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://www.ecrchs.net
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:

- Is a single school district
- Has a single school per grade span
- Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

Low income measure	FRPM
Group Schools by Grade Span	Yes
District-wide Low Income %	23.13%
Grade Span 1 Low Income %	0.00%

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2016-17 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

Grade Span 2 Low Income % 0.00%

Grade Span 3 Low Income % 23.13%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
El Camino Real Charter High	1932623	3	3675	850	23.13	Y	N	1	Y		

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2016-17 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2016-17 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Cover Sheet

Review and Vote 2016-17 Certification of Assurances - Consolidated Application

Section: II. Consent
Item: H. Review and Vote 2016-17 Certification of Assurances -
Consolidated Application
Purpose: Vote
Submitted by:
Related Material: 2015-16 Homeless Education Policy.pdf
2015-16 Title I - Parental Involvement Policies.pdf
2016-17 Certification of Assurances.pdf
ConApp - General Assurances.docx

2015-16 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Lisa
Homeless liaison last name	Ring
Homeless liaison title	Assistant Principal
Homeless liaison e-mail address (format: abc@xyz.zyx)	l.ring@ecrchs.net
Homeless liaison telephone number (format: 999-999-9999)	818-888-7050
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	No
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	No

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2015-16 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383
 Pat Boncella, Coordinated School Health and Safety Office, pboncell@cde.ca.gov, 916-319-0384

County	No
State	No
National	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/19/2014
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2015-16 Title I, Part A Entitlement	\$224,767
2015-16 Title I, Part A direct or indirect services to homeless children reservation	\$1
Amount of 2015-16 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1
No expenditures or encumbrances comment	School is prepared to provide these services if necessary.
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy	Yes
LEA policy compliance	Yes
Does your current Title I district level parental involvement policy meet the above criteria	
Annual evaluation date	06/22/2016

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

The Parent Involvement Policy was developed jointly and approved by parents, teachers and administrators and distributed to all parents of participating students, teachers and to our community. This policy is updated annually in School Site Council (SSC) with parental, teacher and administrative collaboration Meetings shall be offered at convenient dates and times and child care will be provided to facilitate attendance by parents in a language the parents can understand.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parental Involvement Allocation

"The school will provide opportunities for regular meetings where parents may offer suggestions and ask questions regarding Title I policies and programs. If the Title I plan is not satisfactory to the parents, submit any parent comments on the school's plan when it is submitted and provide timely response to parents' suggestions and questions

Describe parental involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Lisa Ring

Contact title

Assistant Principal

Contact e-mail address

l.ring@ecrchs.net

(format abc@xyz.zyx)

Contact telephone number

818-888-7050

(format 999-999-9999)

*****Warning*****

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2015-16 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Parental Involvement Policy Compliance Requirements

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact E-mail Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
El Camino Real Charter High	1932623	Y		Y		Lisa Ring	Assistant Principal	l.ring@ecrchs.net	818-888-7050

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El Camino Real Charter High (19 64733 1932623)

Status: Certified
 Saved by: Milada Rakijian
 Date: 6/18/2016 10:10 AM

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	1/12/2012
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://ecrchs.net/

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	David Fehte
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	06/22/2016

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2015-16 General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code (EC)*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 *Code of Federal Regulations (CFR)* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (*EC* §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (*CCR* T5, §4202)

10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 *CFR* 76.722, 76.730, 76.731, 76.734, 76.760; 34 *CFR* 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (*CCR T5*, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 *CFR* Part 82.
13. The LEA has complied with the certification requirements under 34 *CFR* Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 *CFR* Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))

18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); *EC* §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (*EC* §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (*EC* §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (*CCRT*5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; *CCR* T5, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (*EC* §§62002, 52034(I), 52035(e)(l), 54101; *CCR* T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (*EC* §63001; *CCR* T5, §3944(a)(b))

25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (*EC §48438*)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

Cover Sheet

Review and Vote 2016-17 Application for Funding - Consolidated Application

Section: II. Consent
Item: I. Review and Vote 2016-17 Application for Funding -
Consolidated Application
Purpose: Vote
Submitted by:
Related Material: 2016-17 Application for Funding.pdf

2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/22/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Lisa Ring
DELAC review date	05/22/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://www.ecrchs.net
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner) ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Cover Sheet

Review and Vote 2016-17 Protected Prayer Certification - Consolidated Application

Section: II. Consent
Item: J. Review and Vote 2016-17 Protected Prayer Certification -
Consolidated Application
Purpose: Vote
Submitted by:
Related Material: 2016-17 Protected Prayer Certification.pdf

El Camino Real Charter High (19 64733 1932623)

Status: Draft
 Saved by: Milada Rakijian
 Date: 6/18/2016 10:08 AM

2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dave Fehte
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/22/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Cover Sheet

Review and Vote Local Control Accountability Plan

Section: IV. School and Policies
Item: A. Review and Vote Local Control Accountability Plan
Purpose: Vote
Submitted by:
Related Material: ECR LCAP vFinal.pdf

Introduction:

LEA: El Camino Real Charter High School **Contact (Name, Title, Email, Phone Number):** Lisa Ring, Assistant Principal, l.ring@ecrchs.net, 818-590-3148

LCAP Year: 2016-17 to 2018-19

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>El Camino Real Charter High School (ECRCHS) designed and implemented a multi-faceted stakeholder engagement effort to ensure broad representation in the LCAP development process.</p> <p>As a first step, ECRCHS hired a third party to conduct a needs assessment process to surface key issues and opportunities around the eight state priorities. The needs assessment involved a review of quantitative and qualitative data. Quantitative data included school-wide, disaggregated and comparison school data around student outcomes measures (e.g., A-G completion, SBAC results, SAT scores, etc.). Qualitative data included a review of the results of student and parent surveys from 2015 as well as the results of separate student, teacher, counselor and administrator focus groups from March 2016. In total, there were 10 student focus groups: two per grade and one with Latino students and African-American students, respectively.</p> <p>All results from the needs assessment were initially reviewed by a designated LCAP team, comprised of faculty representatives from each campus department, counseling staff and two administrator leads. The LCAP team met over a series of meetings in Spring 2016 to review the needs assessment findings and to develop proposed goals, strategies and actions to build on areas of strength and address areas of improvement. Special</p>	<p>The goals and actions included in the LCAP are a direct result of needs assessment regarding areas of priority and investment. Needs assessment findings could be categorized, broadly, under the headers of implementation of standards, college and career readiness, personalized learning, and parent and community engagement. These categories became the basis for the LCAP goals. Corresponding actions were developed in response to direct stakeholder input on the need for:</p> <ol style="list-style-type: none"> 1) Professional development on research-based instructional strategies and methods to transition and align with the CCSS and NGSS 2) Increased use of data in individual teacher, departmental and school-level decision-making 3) Stronger linkages between student learning and real-world relevance (including career planning) 4) Improved 9th grade transition and increased

<p>care was given to aligning the proposed LCAP goals and activities with existing school plans, including the previous year's LCAP, the charter petition and WASC report.</p> <p>The draft of the LCAP was then reviewed by administrators. In mid-May, an overview of the process and proposed goals and actions was presented to the entire staff. Following that all staff presentation, faculty representatives from the LCAP team hosted a series of lunch meetings to provide a more detailed review of – and solicit feedback on – the draft LCAP goals and progress indicators.</p> <p>Once vetted by administrators and faculty, the LCAP was presented to the ECRCHS Board of Directors: first for an initial review in early June and again in late June for a vote of approval.</p>	<p>counselor support around college and career earlier in a student's tenure</p> <p>5) Expanded intervention services (in-school and out-of-school)</p> <p>6) Increased home-to-school communication and parent input into school decision-making</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL:	1. Ensure implementation of academic content standards for all core subjects as they are adopted	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Needs:	Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction Providing professional development on research-based instructional strategies and teaching methods Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions	
Goal Applies to:	Schools: El Camino Real Charter High School Applicable Pupil Subgroups: English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA on SBAC to 62% in 2017. Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math on SBAC to 40% in 2017. Increase the school-wide four-year cohort graduation rate to 94.5% in 2016-17. Decrease the four-year cohort dropout rate to 2.7% in 2016-17. Of the parents returning the annual survey, 76% will agree or strongly agree that, "The school provides high quality instruction to my child" in 2016-17.	
Actions/Services	Scope of Service	Budgeted Expenditures
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS	School-wide	Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups (Specify) _____
Develop CCSS-aligned curricular maps by course in English/Language Arts and Mathematics establishing common scope and sequence, priority standards, and	School-wide	Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners

common formative assessments by the end of the 2016-17 school year.		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	
Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	24000
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	17,500 (20% sup. 3,500)
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0 (Done in PD, covered through Ed. Eff. Grant)
Maintain 95% faculty meeting highly-qualified definition	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Maintain school facilities to promote optimal learning environment	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	200,000 (20% sup. 40,000)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Increase the percentage of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC to 65% in 2018.
- Increase the percentage of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC to 43% in 2018.
- Increase the school-wide four-year cohort graduation rate to 95.0% in 2017-18.
- Decrease the four-year cohort dropout rate to 2.4% in 2017-18.
- Of the parents returning the annual survey, 77% will agree or strongly agree that, “The school provides high quality instruction to my child” in 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	9,000 (20% sup. 1,800)
Develop NGSS-aligned curricular maps by course in Science establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2017-18 school year.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	2,750 (20% sup. 550)
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	2,750 (20% sup. 550)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	24,000
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	17,500 (20% sup. 3,500)
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0 (Done in PD, covered through Ed. Eff. Grant)
Maintain 95% faculty meeting highly-qualified definition	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Maintain school facilities to promote optimal learning environment	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	200,000 (20% sup. 40,000)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Increase the percentage of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC to 68% in 2019.

Increase the percentage of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC to 46% in 2019.

Increase the school-wide four-year cohort graduation rate to 95.5% in 2018-19.

Decrease the four-year cohort dropout rate to 2.1% in 2018-19.

Of the parents returning the annual survey, 78% will agree or strongly agree that, “The school provides high quality instruction to my child” in 2018-19.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS <ul style="list-style-type: none"> Allocate departmental time for analyzing the new frameworks and standards 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	9,000 (20% sup. 1,800)
Develop CCSS-aligned curricular maps by course in History/Social Studies establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2018-19 school year.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	2,750 (20% sup. 550)
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	2,750 (20% sup. 550)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify) _____	24,000
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	17,500 (20% sup. 3,500)
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0 (Done in PD, covered through Ed. Eff. Grant)
Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,750 (20% sup. 550)
Maintain 95% faculty meeting highly-qualified definition	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Maintain school facilities to promote optimal learning environment	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	200,000 (20% sup. 40,000)

GOAL:	2. Solidify a clear school-wide identity in terms of College & Career Readiness		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Identified Needs:	Reinforcing the college prep orientation of the school Strengthening the connection between student learning and real world relevance (including career planning)		
Goal Applies to:	Schools:	El Camino Real Charter High School	
	Applicable Pupil Subgroups:	English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 45% in 2016-17. Increase the % of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 28% in 2016-17 Increase the % of students deemed “college ready” on the EAP based on Grade 11 SBAC in Math to 16% in 2016-17. Increase the % of students enrolled in at least one AP course to 24% in 2016-17. Increase the % AP exams passed with a score of 3 or higher to 72% in 2016-17. Increase the % of students earning “C” or better in regular, non-honors ELA to 79% in 2016-17. Increase the % of students earning “C” or better in regular, non-honors Math to 58% in 2016-17. Increase the % of students earning “C” or better in regular, non-honors Science to 70% in 2016-17. Increase the % of students earning “C” or better in regular, non-honors History/Social Studies to 81% in 2016-17. Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 32% in 2016-17. Of the parents returning the annual survey, at least 74% will agree or strongly agree that, “School staff (teachers, counselors, administrators) encourage all students to prepare for college.”		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0 (Done in PD, covered through Ed. Eff. Grant)
Reinvigorate implementation of AVID program <ul style="list-style-type: none"> • Increase AVID tutorial component • Provide required professional development for AVID site team 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	0
Implement PSAT exams for grades 9 th -11 th school wide	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	20,000 (20% sup. 4,000)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 49% in 2017-18.
- Increase the % of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 30% in 2017-18.
- Increase the % of students deemed “college ready” on the EAP based on Grade 11 SBAC in Math to 18% in 2017-18.
- Increase the % of students enrolled in at least one AP course to 26% in 2017-18.
- Increase the % AP exams passed with a score of 3 or higher to 73% in 2017-18.
- Increase the % of students earning “C” or better in regular, non-honors ELA to 79% in 2017-18.
- Increase the % of students earning “C” or better in regular, non-honors Math to 61% in 2017-18.
- Increase the % of students earning “C” or better in regular, non-honors Science to 72% in 2017-18.
- Increase the % of students earning “C” or better in regular, non-honors History/Social Studies to 82% in 2017-18.
- Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 33% in 2017-18.
- Of the parents returning the annual survey, at least 75% will agree or strongly agree that, “School staff (teachers, counselors, administrators) encourage all students to prepare for college.”

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0 (Done in PD, covered through Ed. Eff. Grant)
Reinvigorate implementation of AVID program <ul style="list-style-type: none"> • Increase AVID tutorial component • Provide required professional development for AVID site team 	School-wide	<input checked="" type="checkbox"/> ALL	0

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)_____	
Enroll more students in higher-level math (i.e., beyond Algebra II) by offering regular Statistics, Math Analysis, and AVID Calculus	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)_____	0
By the end of 9 th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector <ul style="list-style-type: none"> Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors 	School-wide	<input checked="" type="checkbox"/> ALL	5,000 (20% sup. 1,000)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)_____	5,000 (20% sup. 1,000)
Involve students in field trips or guest speakers tied to an academic or CTE class annually	School-wide	<input checked="" type="checkbox"/> ALL	5,000 (20% sup. 1,000)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)_____	
Provide increased information regarding trade schools/certification programs <ul style="list-style-type: none"> West Valley Occupational Center and/or Pierce College (redevelop relationship) 	School-wide	<input checked="" type="checkbox"/> ALL	5,000 (20% sup. 1,000)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)_____	
Implement PSAT exams for grades 9 th -11 th school wide	School-wide	<input checked="" type="checkbox"/> ALL	20,000 (20% sup. 4,000)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 52% in 2018-19.
- Increase the % of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 32% in 2018-19.
- Increase the % of students deemed “college ready” on the EAP based on Grade 11 SBAC in Math to 20% in 2018-19.
- Increase the % of students enrolled in at least one AP course to 28% in 2018-19.
- Increase the % AP exams passed with a score of 3 or higher to 75% in 2018-19.
- Increase the % of students earning “C” or better in regular, non-honors ELA to 81% in 2018-19.
- Increase the % of students earning “C” or better in regular, non-honors Math to 64% in 2018-19.
- Increase the % of students earning “C” or better in regular, non-honors Science to 74% in 2018-19.
- Increase the % of students earning “C” or better in regular, non-honors History/Social Studies to 83% in 2018-19.
- Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 34% in 2018-19.
- Of the parents returning the annual survey, at least 76% will agree or strongly agree that, “School staff (teachers, counselors, administrators) encourage all students to prepare for college.”
- 100% of students will participate in at least one college visit and/or career-oriented field trip by the end of 11th grade.
- 100% of seniors will graduate with a complete College & Career Readiness portfolio.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand student access to AP classes; become more proactive about supporting more students regardless of level <ul style="list-style-type: none"> Increase # of sections in high demand classes (i.e. English) 	School-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) African American, Hispanic/Latino	0
Reinvalidate implementation of AVID program <ul style="list-style-type: none"> Increase AVID tutorial component Provide required professional development for AVID site team 	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	0
Enroll more students in higher-level math (i.e., beyond Algebra II) by offering regular Statistics, Math Analysis, and AVID Calculus	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	0
Increase collaboration with colleges and universities (upward articulation)	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	
By the end of 9 th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector <ul style="list-style-type: none"> Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors 	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	

<p>Involve students in field trips or guest speakers tied to an academic or CTE class annually</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Provide increased information regarding trade schools/certification programs</p> <ul style="list-style-type: none"> West Valley Occupational Center and/or Pierce College (redevelop relationship) 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning</p> <ul style="list-style-type: none"> Currently have Careers in Entertainment and Art (CEA) and Art/Fashion Design which cover “Arts, Media, and Entertainment” and the “Fashion and Interior Design” industry sectors CA has identified a total of 15 industry sectors for CTE pathways (see: http://statecenter.com/resources/industry-sectors) 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Partner with community businesses and organizations to provide internships, field trips, job shadowing, and project based learning</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)</p> <ul style="list-style-type: none"> Naviance covers all but sample work Roll out through Career & College Readiness elective. 	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<ul style="list-style-type: none"> • Have benchmarks by grade 		
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Implement PSAT exams for grades 9th -11th school wide	School-wide	<input checked="" type="checkbox"/> ALL	20,000 (20% sup. 4,000)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”	School-wide	<input checked="" type="checkbox"/> ALL	0 (Done in PD, covered through Ed. Eff. Grant)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>GOAL:</p>	<p>3. Ensure that all students receive personalized supports to succeed</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3<u>X</u> 4<u>X</u> 5<u>X</u> 6__ 7<u>X</u> 8<u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Needs:</p>	<p>Closing existing achievement gaps Improving the 9th grade transition to high school Expanding intervention services – during school and extended day – to students of all grades requiring additional support Providing non-academic supports that meet the holistic needs of students</p>		
<p>Goal Applies to:</p>	<p>Schools: El Camino Real Charter High School Applicable Pupil Subgroups:</p>	<p>English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American, Foster Care Youth</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 93.1% in 2016-17. Meet AMAO 1 with 57% EL students moving 1 or more CELDT levels under Title III in 2016-17. Meet AMAO 2 with 30% EL students, less than 5 years, attaining English proficiency under Title III in 2016-17. Meet AMAO 2 with 45% EL students, 5+ years, attaining English proficiency under Title III in 2016-17. Increase EL reclassification rate to 19.3% in 2016-17. Increase % of low-income students earning “C” or better in ELA to 87% in 2016-17. Increase % of low-income students earning “C” or better in Mathematics to 66% in 2016-17. Increase % of low-income students earning “C” or better in Science to 75% in 2016-17. Increase % of low-income students earning “C” or better in History/Social Studies to 85% in 2016-17.</p>		

	<p>Increase the % of low-income students that pass AP exams with a score of 3 or higher to 64% in 2016-17.</p> <p>Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 88% in 2016-17.</p> <p>Of the parents returning the annual survey, at least 64% will agree or strongly agree that, “The teachers at the school care about students’ progress.”</p> <p>Increase student attendance (ADA) to 96.5% in 2016-17.</p> <p>Reduce chronic absenteeism to 9% in 2016-17.</p> <p>Reduce student suspension rate to 0.7% in 2016-17.</p> <p>Maintain expulsion rate of 0% in 2016-17.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the role of the Black Student Union and Village Nation	Targeted	<u>__</u> ALL	0
		OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>African American</u>	
Provide College and Career Readiness training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers Hispanics Scholars Club (part of La Familia)	Targeted	<u>__</u> ALL	10,000 (20% sup. 2,000)
		OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u>	1,500 (100% sup. 1,500)
Continue to utilize Student Success Team model for struggling students	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	880,000 (100% sup. 880,000)
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	150,000 (100% sup. 150,000)
Offer online credit recovery programs (e.g., Cyber High)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	8,500 (100% sup. 8,500)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	10,000 (100% sup. 10,000)
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.	Targeted	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	560,000 (100% sup. 560,000)
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Chromebooks for ESL and underperforming, unduplicated EL students.	Targeted	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	50,000 (100% sup. 50,000)
Support FRPM and EL student technology	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	112,500 (100% sup. 112,500)
Provide nutritional snacks for students in the extended day intervention programs.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	30,000 (100% sup. 30,000)
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	50,000 20% sup. 10,000)
Refer targeted students to :	Targeted	<input checked="" type="checkbox"/> ALL	0

<ul style="list-style-type: none"> • With drug and alcohol substance abuse issues to Tarzana Treatment Center. • With eating disorders to the Body Image Group • Behavior concerns Anger Management programs. • Offer Mental health and therapy to services on or off campus 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Introduce communication tools (e.g., ticket system, Google Doc) to close the feedback loop between the Attendance Coordinator and teachers.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 93.8% in 2017-18.
- Meet AMAO 1 with 59% EL students moving 1 or more CELDT levels under Title III in 2017-18.
- Meet AMAO 2 with 31% EL students, less than 5 years, attaining English proficiency under Title III in 2017-18.
- Meet AMAO 2 with 48% EL students, 5+ years, attaining English proficiency under Title III in 2017-18.
- Increase EL reclassification rate to 19.5% in 2017-18.
- Increase % of low-income students earning “C” or better in ELA to 88% in 2017-18.
- Increase % of low-income students earning “C” or better in Mathematics to 68% in 2017-18.
- Increase % of low-income students earning “C” or better in Science to 77% in 2017-18.
- Increase % of low-income students earning “C” or better in History/Social Studies to 86% in 2017-18.
- Increase the % of low-income students that pass AP exams with a score of 3 or higher to 64% in 2017-18.
- Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 89% in 2017-18.
- Of the parents returning the annual survey, at least 66% will agree or strongly agree that, “The teachers at the school care about students’ progress.”
- Increase student attendance (ADA) to 97% in 2017-18.
- Reduce chronic absenteeism to 8% in 2017-18.
- Reduce student suspension rate to 0.6% in 2017-18.
- Maintain expulsion rate of 0% in 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Define structure and curriculum for Summer Bridge Program for incoming 9 th graders identified as needing extra help	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	6,000 (20% sup. 1,200)
Improve Freshman Orientation Process, Support, and Follow Up <ul style="list-style-type: none"> • Investigate options such as Freshman First Day, Link Crew, etc. • Set up evening program for parents and students; day program for students (the latter would be student-led with current students) • Have Coordinator follow Bridge students throughout the entire year 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	1,000 (20% sup. 200)
Provide Career and College Readiness training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers Hispanics Scholars Club (part of La Familia)	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	10,000 (20% sup. 2,000)
Continue the role of the Black Student Union and Village Nation	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u>	1,500 (100% sup. 1,500)
Continue to utilize Student Success Team model for struggling students	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	880,000 (100% sup. 880,000)
Restructure and expand 7 th period intervention courses to targeted students <ul style="list-style-type: none"> • Move from Homework Help to more structured program of support, particularly in Math 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	30,000 (100% sup. 30,000)
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	10,000 (100% sup. 10,000)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for FRPM students and Chrome Books for ESL and EL	Targeted	_ALL	560,000 (100% sup. 560,000)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for FRPM students and Chrome Books for ESL and EL	Targeted	_ALL	50,000 (100% sup. 50,000)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support FRPM and EL student technology	Targeted	<input checked="" type="checkbox"/> ALL	1125,000 (100% sup. 112,500)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide nutritional snacks for students in the extended day intervention programs.	School-wide	<input checked="" type="checkbox"/> ALL	30,000 (100% sup. 30,000)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	School-wide	<input checked="" type="checkbox"/> ALL	50,000 (20% sup. 20,000)

Continue to offer online credit recovery programs (e.g., Cyber High)	School-wide	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	8,500 (100% sup. 8,500)
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Targeted	<u>X</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	150,000 (100% sup. 150,000)
Expand AP preparation ("AP Bridge") over the summer	Targeted	<u>X</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	30,000 (100% sup. 30,000)
Refer targeted students to : <ul style="list-style-type: none"> • With drug and alcohol substance abuse issues to Tarzana Treatment Center. • With eating disorders to the Body Image Group • Behavior concerns Anger Management programs. • Offer Mental health and therapy to services on or off campus 	Targeted	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 94.5% in 2018-19.
- Meet AMAO 1 with 61% EL students moving 1 or more CELDT levels under Title III in 2018-19.
- Meet AMAO 2 with 32% EL students, less than 5 years, attaining English proficiency under Title III in 2018-19.
- Meet AMAO 2 with 50% EL students, 5+ years, attaining English proficiency under Title III in 2018-19.
- Increase EL reclassification rate to 19.7% in 2018-19.
- Increase % of low-income students earning “C” or better in ELA to 89% in 2018-19.
- Increase % of low-income students earning “C” or better in Mathematics to 70% in 2018-19.
- Increase % of low-income students earning “C” or better in Science to 78% in 2018-19.
- Increase % of low-income students earning “C” or better in History/Social Studies to 87% in 2018-19.
- Increase the % of low-income students that pass AP exams with a score of 3 or higher to 68% in 2018-19.
- Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 90% in 2018-19.
- Of the parents returning the annual survey, at least 68% will agree or strongly agree that, “The teachers at the school care about students’ progress.”
- Maintain student attendance (ADA) at 97% in 2018-19.
- Reduce chronic absenteeism to 7% in 2018-19.
- Reduce student suspension rate to 0.5% in 2018-19.
- Maintain expulsion rate of 0% in 2018-19.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Define structure and curriculum for Summer Bridge Program for incoming 9 th graders identified as needing extra help	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	6,000 (20% sup. 1,200)
Improve Freshman Orientation Process, Support, and Follow Up <ul style="list-style-type: none"> • Investigate options such as Freshman First Day, Link Crew, etc. • Set up evening program for parents and students; day program for students (the latter would be student-led with current students) • Have Coordinator follow Bridge students throughout the entire year 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	1,000 (20% sup. 200)
Provide College and Career Readiness skills training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers Hispanics Scholars Club (part of La Familia)	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	10,000 (20% sup. 2,000)
Continue the role of the Black Student Union and Village Nation	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American</u>	0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	Targeted	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Homeless</u>	1,500 (100% sup. 1,500)
Continue to utilize Student Success Team model for struggling students	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Expand AP preparation (“AP Bridge”) over the summer	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	30,000 (100% sup. 30,000)
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	880,000 (100% sup. 880,000)
Restructure and expand 7 th period intervention courses to targeted students <ul style="list-style-type: none"> • Move from Homework Help to more structured program of support, particularly in Math 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	30,000 (100% sup. 30,000)
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	10,000 (100% sup. 10,000)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.	Targeted	_ALL	560,000 (100% sup. 560,000)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for FRPM students and Chrome Books for ESL and EL	Targeted	_ALL	50,000 (100% sup. 50,000)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide nutritional snacks for students in the extended day intervention programs.	School-wide	<input checked="" type="checkbox"/> ALL	30,000 (100% sup. 30,000)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	School-wide	<input checked="" type="checkbox"/> ALL	50,000 (20% sup. 10,000)
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Offer online credit recovery programs (e.g., Cyber High)	School-wide	<input checked="" type="checkbox"/> ALL	8,500 (100% sup. 8,500)
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Targeted	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	150,000 (100% sup. 150,000)
Refer targeted students to : <ul style="list-style-type: none"> • With drug and alcohol substance abuse issues to Tarzana Treatment Center. • With eating disorders to the Body Image Group • Behavior concerns Anger Management programs. • Offer Mental health and therapy to services on or off campus 	Targeted	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0

GOAL:	4. Build parents' capacity as partners in supporting and monitoring their child's education progress		Related State and/or Local Priorities: 1__ 2__ 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
Identified Needs:	Improving school-to-home communication Increasing parental input into school decision-making Increasing parental participation in programs serving targeted students and subgroups		
Goal Applies to:	Schools:	El Camino Real Charter High School Applicable Pupil Subgroups: English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase % of parents/families that complete an annual needs assessment and school climate survey to 10% in 2016-17. Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) to 5% in 2016-17. Of the parents returning the annual survey, at least 61% will agree or strongly agree that, "The school encourages me to participate in parent groups." Involve at least 50% of parents/families in Back-to-School Night in 2016-17. Involve at least 5% of parents/families in a workshop or training on campus to 5% in 2016-17. Of the parents returning the annual survey, at least 71% will agree or strongly agree that, "I feel welcome to participate at the school." At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2016-17. Involve at least 25% of parents/families in an annual parent-teacher and/or student-led conference in 2016-17. Involve at least 20% of parents/families in meeting individually with their child's counselor in 2016-17.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Recruit parents into school advisory committees: <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2,000 (20% sup. 400)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Increase % of parents/families that complete an annual needs assessment and school climate survey to 15% in 2017-18.
- Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) in 2017-18.
- Of the parents returning the annual survey, at least 62% will agree or strongly agree that, “The school encourages me to participate in parent groups.”
- Involve at least 50% of parents/families in Back-to-School Night to 50% in 2017-18.
- Involve at least 5% of parents/families in a workshop or training on campus to 5% in 2017-18.
- Of the parents returning the annual survey, at least 72% will agree or strongly agree that, “I feel welcome to participate at the school.”
- At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2017-18.
- Involve at least 25% of parents/families in an annual parent-teacher and/or student-led conference in 2017-18.
- Involve at least 20% of parents/families in meeting individually with their child’s counselor in 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide curricular night for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,000 (20% sup. 400)
Introduce student led conferencing, phasing in gradually and building on work from AVID.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,000 (20% sup. 400)
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	12,000 (20% sup. 2,400)
Recruit parents into school advisory committees: <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	12,000 (20% sup. 2,400)
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,000 (20% sup. 400)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services. <ul style="list-style-type: none"> Present to faculty to raise awareness of these partnerships 	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	12,000 (20% sup. 2,400)
Expand the Latino Outreach program, ELAC, and SSC for families of EL students	Targeted	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Develop a cadre of parent resources	Targeted	X ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Increase % of parents/families that complete an annual needs assessment and school climate survey to 20% in 2018-19.
- Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) in 2018-19.
- Of the parents returning the annual survey, at least 63% will agree or strongly agree that, “The school encourages me to participate in parent groups.”
- Involve at least 50% of parents/families in Back-to-School Night to 50% in 2018-19.
- Involve at least 5% of parents/families in a workshop, training or awards on campus to 5% in 2018-19.
- Of the parents returning the annual survey, at least 75% will agree or strongly agree that, “I feel welcome to participate at the school.”
- At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2018-19.
- Involve at least 25% of parents/families in an annual parent-teacher and student-led conference in 2018-19.
- Involve at least 20% of parents/families in meeting individually with their child’s counselor in 2018-19.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide curricular night for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,000 (20% sup. 400)
Continue to expand student led conferencing.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,000 (20% sup. 400)
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	12,000 (20% sup. 2,400)
Recruit parents into school advisory committees: <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	12,000 (20% sup. 2,400)
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2,000 (20% sup. 400)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services. <ul style="list-style-type: none"> Present to faculty to raise awareness of these partnerships 	Targeted	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) <u>African American and Hispanic/Latino</u>	12,000 (20% sup. 2,400)
Expand the Latino Outreach program, ELAC, and SSC for families of EL students	Targeted	__ALL OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)
Develop a cadre of parent resources	Targeted	X ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	12,000 (20% sup. 2,400)

Annual Update

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: xxxx-xx			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$1,341,500</u>
<p>ECRCHS expects to receive supplemental funds totaling \$1,341,500 (Low Income, English Learners and Foster Youth) for 2016-17. These funds are used directly to support teaching and learning across the school with particular attention to low-performing and unduplicated students. Most of these funds will be used charter-wide to programs that serve a higher percentage of the unduplicated count students, like summer school for credit recovery and alternative education and independent study programs for graduation for those that might have difficulty in the traditional classroom. For example, the alternative school graduated 100 students in 2016 who had fallen behind in credits. This program allows students opportunities for credit recovery that is not available traditionally. More than 1,000 students have been classified as "at-risk" (see section 3b for details on what constitutes an "at-risk" students). These programs are vital to ensuring their successful completion of their high school diploma.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.54

%

Unduplicated students are being targeted with priority access to alternative education programming and through providing these students with access to personal computing technology. These students will be the only group on campus to receive Surface Pros, while other students will have the, available for check out through the school's media center/library. 100% of incoming unduplicated students will be eligible for this program. Additionally, the school has created a set of criteria, previously undefined, to identify at risk students to classify as Title 1. These criteria are as follows:

- English Learners
- Free and Reduced Price Meals
- Homeless, Foster Youth, or Group Home
- Chronic absenteeism
- By course (7XXX course number, indicating alternative school coursework)
- Truancies (3 or more periods or 3 or more unverified absences)
- D/F list (any combination of 2 or more Ds or Fails at the end of each semester)
- By credits (<55 for Sophomore, <110 for Juniors, <170 for Seniors)
- Not on track to graduate (check end of Sophomore year and every semester there after) – related to previous criterion

Based on these criteria, El Camino Real Charter High School has roughly 30% of their students at risk, a total of 1,137. Including the FRPM population, the number increases to 1,635 (43%). The English Learners will have a dedicated coach to work with the core academic courses in order to improve the transition from ESL to mainstream courses. One hundred percent (100%) of this action and service "Provide EL coaching to core academic teachers on helping EL students will access CCSS and ELD standards" will be dedicated solely to helping these students.

Cover Sheet

Review and Vote Single Plan for School Achievement

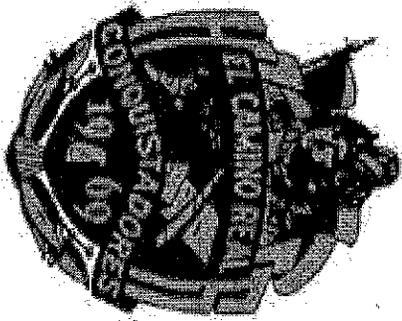
Section: IV. School and Policies
Item: B. Review and Vote Single Plan for School Achievement
Purpose: Vote
Submitted by:
Related Material: SPSA 2016 17.pdf

**El Camino Real Alliance
Single Plan for Student Achievement**

2016-2017

Implementation

El Camino Real Charter High School



Executive Director:

David Fehle

Board Members

**Jonathan Wasser, Board President/Teacher Representative,
Odus Caldwell, Board Member/Teacher Representative,**

**Jackie Keene, Board Treasurer/Parent Representative,
Larry Rubin, Board Member/Community Representative,
Donna "Obie" Slamon, Board Secretary/Community Representative,
Dr. Dennis Thompson, Board Member/Classified Representative,
Peter Vastenhold, Board Member/Teacher Representative**

El Camino Real Charter High School

SCHOOL IDENTIFICATION

School Name: El Camino Real Charter High School

Location Code: 8617

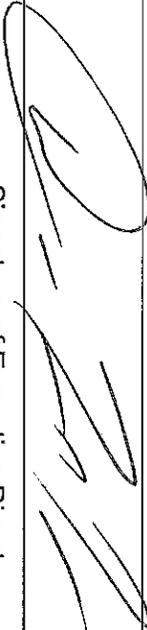
CDS Code	County			District			School						
	1	9	6	4	7	3	3	1	9	3	2	6	2

For additional information on our school programs contact the following:

Lead
 Assistant Principal: David Hussey E-mail address: d.hussey@ecrchs.net
 Principal: David Hussey Position: Assistant Principal E-mail address: l.ring@ecrchs.net
 SPSA Designee: Lisa Ring School Telephone Number: 818 595-7500
 School Address: 5440 Valley Circle Blvd, Woodland Hills, 91367

The District Governing Board approved this Single Plan for Student Achievement on:

The ECRA District staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

Typed name of Executive Director: David Fehle Signature of Executive Director:  Date: 5/5/16

SPSA APPROVALS LOCAL DISTRICT REVIEWERS

Directions: After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line.

Approved Local English Learner Coordinator:

_____ [Typed name of English Learner Coordinator] Lisa Ring 5/15/14
Date

_____ [Typed name of English Learner Coordinator] _____ 5/15/14
Date

Approved by Local District Title I Coordinator:

_____ [Typed name of Local District Title I Coordinator] Lisa Ring 5/15/14
Date

Note: The SPSA will be forwarded to the Board of ECRA for review and authorization only after approvals have been provided by all Local District reviewers above.

Approved by Executive Director:

_____ [Typed name of Local District Director] David Fehle 5/15/14
Date

El Camino Real Charter High School

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed "with the review, certification, and advice of any applicable school advisory committees."

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson Typed Name	Signature
English Learner Advisory Committee (ELAC)		Ms. Vela	
Other (list)			

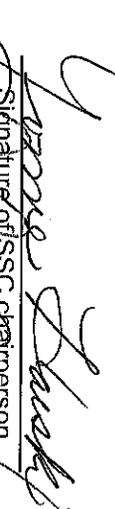
3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

School plan approval appears in SSC Minutes. 5/15/14 Date

Attested:

Yvonne Halski
 Typed name of SSC chairperson
 David Hussey
 Typed name of Lead Asst Principal

 5/15/14 Date
 Signature of SSC chairperson
 5/15/14 Date
 Signature of school principal

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program (7S046)

Purpose: To upgrade the entire educational program of the school.

Amount: \$ 0

Title I: Targeted Assistance Program (70S46)

Purpose: To help educationally disadvantaged students achieve grade-level proficiency.

Amount: \$ 0

Title I: Parent Involvement Allocation (7E046)

Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Amount: \$ 0

Title III: English Language Development (7S176)

Purpose: To provide professional development to teachers, administrators, and other school support staff to improve Designated and Integrated ELD instruction for English Learners.

Amount: \$ 0

School Improvement Grant (SIG)

Purpose: To assist selected schools in closing the achievement gap by providing funds for innovative programs to help at-risk students achieve grade-level proficiency.

Amount: \$ 0

Other Federal and State Funds (list and describe):

Title I, Part A: Allocation

Purpose: To improve basic programs operated by local educational agencies (LEAs)

Amount: \$179803.77

Title II, Part A: Improving Teacher Quality

Purpose: Improve and increase the number of highly qualified teachers and principals

Amount: \$44963.00 (SES)

Amount: \$5583.00

Total amount of categorical funds allocated to this school: \$ _____

ECRCHS Mission Statement

The mission of ECRCHS 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.

Local Control and Accountability Plan"

The LCAP serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

GOAL 1: Implement State Academic Content & Performance Standards (LCAP Priority under "Conditions of Learning")
 Ensure implementation of academic content standards for all core subjects as they are adopted.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 1.1: Implement key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction

<p>Potential Actions/Services</p> <p>Center professional development on implementing a standards-based instructional model based on backwards mapping to clear anchor/practice standards and learning targets from CCSS and NGSS</p> <p>Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS</p> <ul style="list-style-type: none"> • Department time allocated for analyzing the new frameworks and standards <p>Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)</p> <p>Provide CCSS and NGSS aligned materials (textbook and supplemental) in all relevant courses</p> <ul style="list-style-type: none"> • Already done, though may need to keep as placeholder <p>Implement writing across the curriculum as a key instructional strategy</p> <p>Conduct regular observations of classroom instruction targeting key instructional shifts for CCSS and/or NGSS</p> <p>Provide EL coaching to core academic teachers on helping EL students will access CCSS and ELD standards.</p>

El Camino Real Charter High School

Strategy 1.2: Provide professional development on research-based instructional strategies and research-based methods.

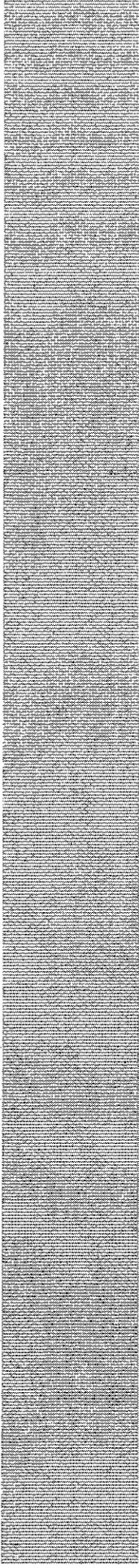
Potential Actions/Services

Increase time for authentic teacher collaboration (3-4 hours per month) in one course-alike or subject-alike grouping (PLCs) separate from faculty or school-wide meetings
Clarify role of department chairs and/or course lead teachers in leading and facilitating teacher collaboration in PLCs <ul style="list-style-type: none"> • In process thru Instructional Cabinet
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools
Embed CCSS literacy strategies into the 3 rd period time currently allocated for SSR
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences <ul style="list-style-type: none"> • Must document and share (report back) on what was learned. • Share information with staff on how to request and code time.

Strategy 1.3: Build the capacity of school staff to understand, interpret, and use data to guide and modify decisions.

Potential Actions/Services

Present longitudinal and disaggregated data to staff at regular intervals. <ul style="list-style-type: none"> • School-wide summative data with context and suggested next steps
Have course leads present data on results of Common Formative Assessments and subsequent instructional steps as developed <ul style="list-style-type: none"> • Use analysis of Common Formative Assessments to identify state standards that students are having the most difficulty mastering • Use data analysis of Common Formative Assessments to inform teaching/re-teaching
Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)



El Camino Real Charter High School

Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness (I/CAP Priorities - Road Course of Study, Student Achievement, and Student Engagement)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 2.1: Reinforce College Prep orientation of school

Potential Actions/Services
Expand counseling services and/or number of counselors
Expand role of current guidance counselors <ul style="list-style-type: none"> • Continue to train counselors in Naviance • Deploy Counselors to classrooms to give presentations • Reallocate time of counseling staff to focus more on 9th and 10th grade students in order to proactively influence college/career readiness
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”
Reinvigorate implementation of AVID program <ul style="list-style-type: none"> • Increase AVID tutorial component • Required PD for AVID site team
Enroll more students in higher-level math (i.e., beyond Algebra II) <ul style="list-style-type: none"> • Offer regular Statistics, Math Analysis, and AVID Calculus
Expand student access to AP classes; become more proactive about supporting more students regardless of level <ul style="list-style-type: none"> • Increase # of sections in high demand classes (i.e. English)
Implement PSAT exams for grades 9 th -11 th school wide

Strategy 2.2: Strengthen the connection between student learning and real-world relevance (including career planning)

Potential Actions/Services
Provide relevant, real-world curricular materials for project-based learning to departments as needed
Involve students in field trips or guest speakers tied to an academic or CTE class annually <ul style="list-style-type: none"> • Disburse funds by department
Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning

El Camino Real Charter High School

<ul style="list-style-type: none"> • Currently have Careers in Entertainment and Art (CEA) and Art/Fashion Design which cover "Arts, Media, and Entertainment" and perhaps the "Fashion and Interior Design" industry sectors • CA has identified a total of 15 industry sectors for CTE pathways (see: http://statecenter.com/resources/industry-sectors)
<p>By the end of 9th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector</p> <ul style="list-style-type: none"> • Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors
<p>Provide increased information regarding trade schools/certification programs</p> <ul style="list-style-type: none"> • West Valley Occupational Center and/or Pierce College (redevelop relationship that was headed by Career Advisor)
<p>Partner with community businesses and organizations to provide internships, field trips, job shadowing, and project based learning</p> <p>Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)</p> <ul style="list-style-type: none"> • Naviance covers all but sample work • Roll out through Career & College Readiness elective? • Have benchmarks by grade

GOAL 3: Ensure that all students receive personalized support to succeed (LCAP Priority under "Pupil Outcomes" - Student Achievement - and "Engagement" - Student Engagement & School Climate)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 3.1: Close existing achievement gaps

Potential Actions/Services
Expand AP preparation ("AP Bridge") over the summer
Expand the role of the Black Student Union

El Camino Real Charter High School

Provide life skills training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers
Hispanics Scholars Club (part of La Familia)
Implement Guardian Scholars Program for Foster Youth (with Pierce College)
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services
Provide college tutor at least one period for EL students; focus on ELD standards.

Strategy 3.2: Improve the 9th grade transition to high school

Potential Actions/Services
Define structure and curriculum for Summer Bridge Program for incoming 9 th graders identified as needing extra help <ul style="list-style-type: none"> • Target students not meeting new 8th grade "HS-ready" standard
Improve Freshman Orientation Process, Support, and Follow Up <ul style="list-style-type: none"> • Investigate options such as Freshman First Day, Link Crew, etc. • Set up evening program for parents and students; day program for students (the latter would be student-led with current students) • Have Coordinator follow Bridge students throughout the entire year

Strategy 3.3: Expand intervention services – during school and extended day – to students of all grades requiring additional support

Potential Actions/Services
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation
Restructure and expand 7 th period intervention courses to targeted students <ul style="list-style-type: none"> • Move from Homework Help to more structured program of support, particularly in Math

El Camino Real Charter High School

Continue to utilize Student Success Team model for struggling students
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student with priority given to FRPM and EL students.
Provide extended library to provide educational options for students who may not have access to internet, computers, or printers
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students
Offer online credit recovery programs (e.g., Ingenuity)
Provide peer mentoring, tutoring and support groups with priority given to FRPM and EL students. <ul style="list-style-type: none"> Continue to train a cadre of peer mentors for the PAL (Peer Active Listeners)
Provide pilot technology-based literacy intervention programs to assist under-performing students <ul style="list-style-type: none"> Surface Pros for EL and Title I students
Support FRPM and EL student technology
Provide nutritional snacks for students in the extended Intervention programs
Development, Implementation, and Maintenance of Student Relationship Management System (SRM) dashboard

Strategy 3.4: Provide non-academic supports that meet the holistic needs of students

Potential Actions/Services
Refer targeted students to: <ul style="list-style-type: none"> Tarzana Treatment Center Anger Management Anxiety Group Body Image Group
Refer targeted students to mental health/therapy services on- or off-campus.
Strengthen Transdisciplinary Support Team (TST) model.
Introduce communication tools (e.g., ticket system, Google Doc) to close the feedback loop between the Attendance

El Camino Real Charter High School

Coordinator and teachers.
Provide support for FRPM and EL students

GOAL 4: Parent Community Engagement (LCAP Priority under "Engagement – Parent Involvement")
 Build parents' capacity as partners in supporting and monitoring their child's educational progress.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 4.1: Improve school-to-home communication

Potential Actions/Services
Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus <ul style="list-style-type: none"> Address technology interface and bandwidth issues
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.
Provide curricular and educational night(s) for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)
Introduce student led conferencing <ul style="list-style-type: none"> Phase-in, building on work from AVID.

Strategy 4.2: Increase parental input into school decision-making.

Potential Actions/Services
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions
Recruit parents into PTSA, La Familia, and the Village Nation
Provide parent workshops/training on: <ul style="list-style-type: none"> school governance and parent rights counseling night (one counselor stays late per

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week) <ul style="list-style-type: none"> • College knowledge night (by grade level) • special education parent informational trainings Include opportunities of non-English speaking parents to meet with a bi-lingual counsel after school hours
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Strategy 4.3: Increase parental participation in programs serving targeted students and subgroups.

Potential Actions/Services Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services.
<ul style="list-style-type: none"> • Presentation to faculty to raise awareness Expand the Latino Outreach program, ELAC, and SSC for families of EL students
Develop a cadre of parent volunteers
<ul style="list-style-type: none"> • Link curricular nights to volunteer recruitment. • Decide what kinds of parent volunteerism is desired (e.g, guest speakers on careers, college alumni, etc.)

El Camino Real Charter High School

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
- Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of Aeries a web-based tool that increases availability and usability of student data for ECRCHS educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, Common Formative assessments, and assessments of English language development) to drive instruction and intervention.

The District will effectively implement the English Learner Master Plan for educating English Learners, through our integrated approach. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

El Camino Real Charter High School

SCHOOL MISSION, VISION, AND PROFILE DESCRIPTION

El Camino Real High School Mission Statement

The mission of El Camino Real 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.

El Camino Real High School Vision Statement

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

- Self-directed/Self-reliant • Collaborative • Complex/Critical Thinkers
- Ethical • Lifelong Learners
- Technologically literate
- Personally accountable and responsible

Directions: Provide a brief description of your school community (the boxes below expand as needed).

School Profile Description

1. Describe your school's geographical, demographic, educational and economic community base. The following websites contain useful data: <http://www.census.gov> <http://www.zip-codes.com/> <http://www.city-data.com/>

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.

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.

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. 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.

El Camino Real Charter High School

2. Indicate grade levels and, if applicable, school configuration (e.g. Continuation School, Sp. Ed. Center, etc.)

ECRCHS is currently authorized to serve 3,800 students in grades 9-12 in a site-based program, and plans to add 150 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

General Education Program	2016-17	2017-18	2018-19	2019-20
9th grade	870	870	870	870
10 th grade	920	2920	920	920
11 th grade	870	870	870	870
12 th grade	840	840	840	840
Total	3600	3600	3600	3600
Alternative Education and Independent Study	2016-17	2017-18	2018-19	2019-20
9 th grade	5	5	10	20
10 th grade	20	15	30	25
11 th grade	75	80	100	125
12 th grade	100	125	130	130
Total	200	225	270	300

3. Indicate student enrollment figures:
See above

4. Indicate poverty level (i.e. percentage of low-income students identified on the Title I ranking).
Historically ECRCHS has 20% of the student body that applies and qualifies for Free and or reduced lunch

5. Identify language, racial and ethnic make-up of the student body.

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.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

ECRCHS has a multitude of avenues for parents to understand and interpret their student's academic achievement:
Bilingual Parent nights, Web Site, Aeries parent portal, Newsletter, Parent advisories

7. Describe other important characteristics of the school (e.g. SLO, PLO):

Directions: Check the box(es) next to the program(s) in which your school participates.

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Public School Choice (PSC)
- L.A.'s Promise
- Partnership for Los Angeles Schools (PLAS)

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- School Improvement Grant
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School

- Reed
- Professional Learning Community
- Small Learning Community
- Other: Independent Charter

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El Camino Real Charter High School

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Review the applicable 2014-2015 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

Graduation Rate will continue to improve annually. Yes No

Graduation rates exceed District, State and surrounding schools' rates with dramatic subgroup growth since charter conversion: o 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. o 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%).

English Language Arts – Did the school meet the School's Goal last year? Yes No
 If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
 Students met proficiency standards set by the state in APY school wide until 2012-2013
 2012-13: Target for proficiency was 77.8%, ECR was 74.9%
 2013-14 Target for proficiency was 88.9%, ECR was 70.4%
 Although the target was almost met ECR fell short. Focus on CCSS has taken place with an emphasis on PD's, best practices, aligned curriculum and formative assessments for daily instruction

Mathematics – Did the school meet the School's Goal last year? Yes No
 If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
 Students met proficiency standards set by the state in APY for Hispanic subgroup until 2012-2013
 2012-13: Target for proficiency was 77.4%, ECR was 57.1%
 2013-14 Target for proficiency was 88.7%, ECR was 60.6%
 Our target for the Hispanic Subgroup fell short of state goals. ECRCHS has increased the Math departments focus on CCSS with an emphasis on PD's, best practices, aligned curriculum and formative assessments for daily instruction

English Learner Programs – Did the school meet the School's Goal last year? Yes No
 If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.
 EL sub-group has met the AYP standards for the five years of this report. Our strategies that led to success were: Bilingual Parent nights, PD on SDAIE strategies, re-established Latino Literacy, additional college tutor for ESL classes, school wide efforts on reclassifying.
 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

Student, Staff, Parent and Community Engagement – Did the school meet the School's Goal last year? Yes No
 If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

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Parent communication is a focus for ECRCHS. 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.

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School’s Goal last year? Yes No
 If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.

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 20102011 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 2013-3014 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%). Our 2013-2014 dropout rates for specific student subgroups are lower than those of all surrounding resident schools.

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%
 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 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 heritage 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 ELAC parent members, including extended library hours, after school tutoring programs, 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 educate 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.

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSSA as the school writes its Single Plan for Student Achievement: Based on student needs:

Goal 1: Ensure implementation of academic content standards for all core subjects as they are adopted

- 1.1. Implement key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction
- 1.2. Provide professional development on research-based instructional strategies and research-based methods
- 1.3. Build the capacity of school staff to understand, interpret, and use data to guide and modify decisions

Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness

- 2.1. Reinforce the college prep orientation of the school
- 2.2. Strengthen the connection between student learning and real world relevance (including career planning)

Goal 3: Ensure that all students receive personalized supports to succeed

- 3.1. Close existing achievement gaps
- 3.2. Improve the 9th grade transition to high school
- 3.3. Expand intervention services – during school and extended day – to students of all grades requiring additional support
- 3.4. Provide non-academic supports that meet the holistic needs of students

Goal 4: Build parents' capacity as partners in supporting and monitoring their child's education progress

- 4.1. Improve school-to-home communication
- 4.2. Increase parental input into school decision-making
- 4.3. Increase parental participation in programs serving targeted students and subgroups

El Camino Real Charter High School

COMPREHENSIVE NEEDS ASSESSMENT

Based on the Data both from Surveys and Dataquest, ECRCHS has designed 4 goals with strategies and actions to ensure student achievement in the Local Control Accountability Plan, LCAP

Data:

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:

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 topperforming schools in the State.

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.

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

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 24 points; the subgroup score for Asian students ranked a close second after Cleveland.

Source: api.cde.ca.gov

El Camino Real Charter High School

- 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: o 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.

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: o 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. o 34% of ECRCHS 11th graders Met or Exceeded Standards in Math, a proficiency rate higher 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%.

El Camino Real Charter High School

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Data analysis, monitoring prior goals, developing surveys	1/19/16 2/2/16, 2/9/16, 2/16/16, 2/23/16, 3/1/16, 3/8/16, 3/15/16, 3/22/16, 3/29/16, 4/5/16, 4/12/16, 4/19/16, 4/26/16, 5/3/16, 5/10/16, 5/17/16, 5/24/16, 5/31/16, 6/7/16, 6/14/16, 6/21/16, 6/28/16, 7/5/16, 7/12/16, 7/19/16, 7/26/16, 8/2/16, 8/9/16, 8/16/16, 8/23/16, 8/30/16, 9/6/16, 9/13/16, 9/20/16, 9/27/16, 10/4/16, 10/11/16, 10/18/16, 10/25/16, 11/1/16, 11/8/16, 11/15/16, 11/22/16, 11/29/16, 12/6/16, 12/13/16, 12/20/16, 12/27/16, 1/3/17, 1/10/17, 1/17/17, 1/24/17, 1/31/17, 2/7/17, 2/14/17, 2/21/17, 2/28/17, 3/6/17, 3/13/17, 3/20/17, 3/27/17, 4/3/17, 4/10/17, 4/17/17, 4/24/17, 5/1/17, 5/8/17, 5/15/17, 5/22/17, 5/29/17, 6/5/17, 6/12/17, 6/19/17, 6/26/17, 7/3/17, 7/10/17, 7/17/17, 7/24/17, 7/31/17, 8/7/17, 8/14/17, 8/21/17, 8/28/17, 9/4/17, 9/11/17, 9/18/17, 9/25/17, 10/2/17, 10/9/17, 10/16/17, 10/23/17, 10/30/17, 11/6/17, 11/13/17, 11/20/17, 11/27/17, 12/4/17, 12/11/17, 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ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
1. Ensure implementation of academic content standards for all core subjects as they are adopted					
Percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA	CAASPP	60% (2014-15)	62%	65%	68%
Percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math	CAASPP	36% (2014-15)	40%	43%	46%
School-wide Four-year cohort graduation rate	CDE	94.1% (2013-14)	94.5%	95.0%	95.5%
Four-year cohort dropout rate	CDE	3.0% (2013-14)	2.7%	2.4%	2.1%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "The school provides high quality instruction to my child."	ECRCHS (Parent Survey)	75% (2015)	76%	77%	78%
Develop CCSS-aligned curricular maps by course in academic core establishing common scope and sequence, priority standards, and common formative assessments	ECRCHS	N/A	ELA and Math	Science	History/Social Studies & World Languages
2. Solidify a clear school-wide identity in terms of College & Career Readiness					
School-wide UC/CSU eligibility rate (i.e., A-G completion)	CDE	41% (2013-14)	45%	49%	52%
<ul style="list-style-type: none"> Separate goal for subgroups? 					
Percentage of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 Smarter Balanced assessments in ELA	CAASPP	26% (2014-15)	28%	30%	32%
<ul style="list-style-type: none"> Separate goal for subgroups? 					
Percentage of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 Smarter Balanced assessments in Math	CAASPP	14% (2014-15)	16%	18%	20%
<ul style="list-style-type: none"> Separate goal for subgroups? 					
Percentage of students enrolled in at least one AP course	ECRCHS (CDE only reports N tested)	Need from Fernando			
<ul style="list-style-type: none"> School-wide and disaggregated by race/ethnicity 					

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
Percentage pupils that pass AP exams with a score of 3 or higher <ul style="list-style-type: none"> School-wide and disaggregated by race/ethnicity 	ECRCHS	Need from Ferrando			
Percentage of students earning "C" or better in ELA	ECRCHS	78% (2014-15)	79%	80%	81%
Percentage of students earning "C" or better in Math	ECRCHS	56% (2014-15)	58%	61%	64%
Percentage of students earning "C" or better in Science	ECRCHS	69% (2014-15)	70%	72%	74%
Percentage of students earning "C" or better in History/Social Studies	ECRCHS	80% (2014-15)	81%	82%	83%
Percentage of seniors enrolled in a 4 th Math course	ECRCHS	Can we get this for 2014-15?			
Percentage of students completing a CTE pathway	ECRCHS	Do we have this for CEAA?	Planning year		
Percentage of seniors graduate with a complete portfolio of College & Career Readiness	ECRCHS	N/A	Planning year	90%	100%
Percentage of students participating in at least one college visit and/or career-oriented field trip by the end of 11 th grade	ECRCHS	N/A	Planning year	90%	100%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "School staff (teachers, counselors, administrators) encourage all students to prepare for college."	ECRCHS (Parent Survey)	73% (2015)	74%	75%	76%
3. Ensure that all students receive personalized support to succeed					
4-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup)	CDE	92.4% (2013-14)	93.1%	93.8%	94.5%
AMAO 1 (% EL students moving 1 or more CELDT levels under Title III)	CDE	55.1% (2013-14)	57%	59%	61%
AMAO 2 (% EL students, less than 5 years, attaining English proficiency under Title III)	CDE	28.8% (2013-14)	30%	31%	32%
AMAO 2 (% EL students, 5+ years, attaining English proficiency under Title III)	CDE	41.0% (2013-14)	45%	48%	50%

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1	Year 2	Year 3
		2014-15	2016-2017	2017-2018	2018-2019
English Learner reclassification rate	CDE	19.1% (N=22) (2014-15)	19.3%	19.5%	19.7%
<p>We framed a set of indicators below for Economically Disadvantaged students rather than separate goals for all different subgroups. We need input on whether to keep (or modify) these indicators. For example, we could set targets for African American and Hispanic students.</p>					
Percentage of ED students earning "C" or better in ELA	ECRCHS	Need from Fernando			
Percentage of ED students earning "C" or better in Math (Algebra I, Algebra II, and Geometry)	ECRCHS	Need from Fernando			
Percentage of ED students earning "C" or better in Science	ECRCHS	Need from Fernando			
Percentage of ED students earning "C" or better in History/Social Studies	ECRCHS	Need from Fernando			
Percentage of ED students enrolled in at least one Advanced Placement course	ECRCHS	Need from Fernando			
Percentage of ED students that pass AP exams with a score of 3 or higher	ECRCHS	Need from Fernando			
Percentage of 9 th grade students earning 55+ credits and successfully matriculating to 10 th grade	ECRCHS	Need from Fernando			
Percentage of students involved in at least one school club and/or extracurricular activity	ECRCHS (Could add to Student Survey)	N/A			
Percentage of students participating in targeted academic interventions in ELA and Math during the school day and in extended day/year options, and/or credit recovery	ECRCHS (Could add to Student Survey)	N/A	10%	15%	20%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "The teachers at the school care about students' progress."	ECRCHS (Parent Survey)	62% (2015)	64%	66%	68%
Average daily attendance	ECRCHS	Need from Fernando			

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
Chronic attendance rate	ECRCHS	Need from Fernando			
Suspension rate	CDE	0.8% (2013-14)	0.7%	0.6%	0.5%
Expulsion rate	CDE	0.0% (2013-14)	0.0%	0.0%	0.0%
4. Build parents' capacity as partners in supporting and monitoring their child's educational progress.					
Percentage of parents/families that complete an annual needs assessment and school climate survey [Note: This would need to become a much bigger school priority]	ECRCHS (Parent Survey)	3% N=110 (2015)	10%	15%	20%
Percentage of parents that participate in school governance or advisory forums (e.g. SSC, ELAC, La Familia, Village Nation, PTSA)	ECRCHS	n.a.	5%	5%	5%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "The school encourages me to participate in parent groups."	ECRCHS (Parent Survey)	60% (2015)	61%	62%	63%
Percentage of parents that participate in Back-to-School Night	ECRCHS (Could add to Parent Survey)	Do we have this now?	50%	50%	50%
Percentage of parents that participate in a workshop, training, or other educational experience on campus	ECRCHS (Could add to Parent Survey)	N/A	5%	5%	5%
Of the parents returning the annual survey, the percentage that agree or strongly agree that, "I feel welcome to participate at the school."	ECRCHS (Parent Survey)	69% (2015)	71%	72%	75%
Percentage of parents/families that log on to the Aeries system to access student assessment information.	ECRCHS	Do we have this now?	30%	30%	30%
Percentage of parents/families that participate in an annual parent-teacher and student-led conference.	ECRCHS (Could add to Parent Survey)	N/A	25%	25%	25%

ECRCHS Three-Year Progress Indicators for LCAP

Progress Indicator	Data Source	Baseline	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019
Percentage of parents/families meeting individually with their child's counselor	ECRCHS (Could add to Parent Survey)	N/A	20%	20%	20%

DRAFT El Camino Real HS LCAP Goals and Actions by Year

GOAL 1: Implement State Academic Content & Performance Standards (LCAP Priority under "Conditions of Learning")
 Ensure implementation of academic content standards for all core subjects as they are adopted.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 1.1: Implement key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required
Center professional development on implementing a standards-based instructional model based on backwards mapping to clear anchor/practice standards and learning targets from CCSS and NGSS	Planning	X	X	3-4 hours per month of PD time i course-allke and departmental groups
Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS <ul style="list-style-type: none"> Department time allocated for analyzing the new frameworks and standards 	X	X	X	- Outside expert for PD on NGSS - In-house coaching resources for Math and ELA - Not sure on History; still deciding
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	Planning	X	X	Fund Summer time for development of CFAs
Provide CCSS and NGSS aligned materials (textbook and supplemental) in all relevant courses <ul style="list-style-type: none"> Already done, though may need to keep as placeholder 	X	X	X	Set aside some amount to enable this
Implement writing across the curriculum as a key instructional strategy	Planning	X	X	Release time
Conduct regular observations of classroom instruction targeting key instructional shifts for CCSS and/or NGSS <ul style="list-style-type: none"> Begin with a schedule of administrative and coach observations, with eventual system of peer observations? 	Planning	X	X	
Provide EL coaching to core academic teachers on helping EL students will access CCSS and ELA standards.	X	X	X	EL Coach position, one period

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Strategy 1.2: Provide professional development on research-based instructional strategies and research-based methods.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Increase time for authentic teacher collaboration (3-4 hours per month) in one course-like or subject-like grouping (PLCs) separate from faculty or school-wide meetings	X	X	X	X-time to supplement contractual hours on Tuesdays	
Clarify role of department chairs and/or course lead teachers in leading and facilitating teacher collaboration in PLCs	X			May need to fund release period	
<ul style="list-style-type: none"> In process thru Instructional Cabinet 					
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	X	X	X	May need outside expertise to lead as well as resources for assessment development (e.g., Item bank)	
Embed CCSS literacy strategies into the 3 rd period time currently allocated for SSR	Planning	X	X		
Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences	X	X	X		
<ul style="list-style-type: none"> Must document and share (report back) on what was learned. Share information with staff on how to request and code time. 					

Strategy 1.3: Build the capacity of school staff to understand, interpret, and use data to guide and modify decisions.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Incorporate schools student tracking system, CDE, and DataQuest in a teacher user format, for continual data driven decisions	X	X	X	Director of Technology 180K	
Present longitudinal and disaggregated data to staff at regular intervals.	X	X	X	Time	

DRAFT El Camino Real HS LCAP Goals and Actions by Year

<ul style="list-style-type: none"> School-wide summative data with context and suggested next steps 	Planning	X	X		May need outside expertise to lead as well as resources) for assessment development (e.g., Item bank)	
<ul style="list-style-type: none"> Have course leads present data on results of Common Formative Assessments and subsequent instructional steps as developed <ul style="list-style-type: none"> Use analysis of Common Formative Assessments to identify state standards that students are having the most difficulty mastering Use data analysis of Common Formative Assessments to inform teaching/re-teaching 						
<ul style="list-style-type: none"> Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department) 	Planning	Planning	X	Possible contracted PD provider		

Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness (LCAP Priorities - Broad Course of Study, Student Achievement, and Student Engagement)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 2.1: Reinforce College Prep orientation of school

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	
Expand counseling services and/or number of counselors:			X	
Expand role of current guidance counselors <ul style="list-style-type: none"> Continue to train counselors in Naviance Deploy Counselors to classrooms to give college presentations Reallocate time of counseling staff to focus more on 9th and 10th grade students in order to proactively influence college/career readiness 	X	X	X	- Possible training costs - Increase # of PCC students to assist in presentations
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration"	X	X		

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Reinvigorate implementation of AVID program	X	X	X	X	Release time for team meetings Tutor costs 20K
<ul style="list-style-type: none"> Increase AVID tutorial component Required PD for AVID site team 					
Enroll more students in higher-level math (i.e., beyond Algebra II)	Planning	X	X	X	
<ul style="list-style-type: none"> Offer regular Statistics, Math Analysis, and AVID Calculus 		X		X	-- AP teachers need to be brought into the conversation to clarify increased access goal
Expand student access to AP classes; become more proactive about supporting more students regardless of level			X		
<ul style="list-style-type: none"> Increase # of sections in high demand classes (i.e. English) 		X		X	Counselor time and contract with
Increase collaboration with colleges and universities (upward articulation)		X		X	Upward Bound?
Implement PSAT exams for grades 9 th -11 th school wide	X	X		x	40K

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Strategy 2.2: Strengthen the connection between student learning and real-world relevance (including career planning)

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Provide relevant, real-world curricular materials for project-based learning to departments as needed	X	X	X	PD time for departments (e.g., release time to examine other schools)	PD Committee
Involve students in field trips or guest speakers tied to an academic or CTE class annually <ul style="list-style-type: none"> Disburse funds by department 	Planning	X	X	Could be substantial	
Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning <ul style="list-style-type: none"> Currently have Careers in Entertainment and Art (CEA) and Art/Fashion Design which cover "Arts, Media, and Entertainment" and perhaps the "Fashion and Interior Design" industry sectors CA has identified a total of 15 industry sectors for CTE pathways (see: http://statecenter.com/resources/industry-sectors) 	Planning	Planning	X	Will likely require funding additional CTE staff and electives	
By the end of 9 th grade, identify each students' career/industry sector interests and then provide counseling on educational requirements for different careers in that sector <ul style="list-style-type: none"> Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors 		X	X	Train 9 th grade English teachers on Naviance?	
Provide increased information regarding trade schools/certification programs <ul style="list-style-type: none"> West Valley Occupational Center and/or Pierce College (redevelop relationship that was headed by Career Advisor) 		X	X	Career Advisor (potential new position or redeploy existing resources)	
Partner with community businesses and organizations			X	Career Advisor	

DRAFT El Camino Real HS LCAP Goals and Actions by Year

GOAL 3: Ensure that all students receive personalized support to succeed (LCAP Priority under "Pupil Outcomes" - Student Achievement - and "Engagement" - Student Engagement & School Climate)

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 3.1: Close existing achievement gaps

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Expand AP preparation ("AP Bridge") over the summer	X			Pay for staffing of program 50K	
Expand the role of the Black Student Union	X	X	X		BSU Sponsor
Provide life skills training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers	X	X	X		La Familia Sponsor
Hispanics Scholars Club (part of La Familia)					
Implement Guardian Scholars Program for Foster Youth (with Pierce College)	X	X	X		Administrator and faculty advisor
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	X	X	X		
Provide college tutor at least one period for EL students, focused on those who struggle with writing focus on academic skills (for CELDT?).	X	X	X	Tutoring coverage Title III funding	

Strategy 3.2: Improve the 9th grade transition to high school

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Define structure and curriculum for Summer Bridge Program for incoming 9 th graders identified as needing extra help	Planning	X	X	9 th grade coordinator	
<ul style="list-style-type: none"> Target students not meeting new 8th grade "HS-ready" standard Align with first semester math classes (for 					

DRAFT El Camino Real HS LCAP Goals and Actions by Year

example)?					
<p>Improve Freshman Orientation Process, Support, and Follow Up</p> <ul style="list-style-type: none"> Investigate options such as Freshman First Day, Link Crew, etc. Set up evening program for parents and students; day program for students (the latter would be student-led with current students) Have Coordinator follow Bridge students throughout the entire year 	Planning	X	X	9 th grade coordinator	

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Strategy 3.3: Expand intervention services – during school and extended day – to students of all grades requiring additional support

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	Planning	X	X	Possible cost for assessment licenses or tools
Restructure and expand 7 th period intervention courses to targeted students <ul style="list-style-type: none"> Move from Homework Help to more structured program of support, particularly in Math 	X	X	X	Funding for overtime Need to recruit and fund staff Add Science teacher?
Continue to utilize Student Success Team model for struggling students	X	X	X	
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	X	X	X	900K
Provide extended library to provide educational options for students who may not have access to internet, computers, or printers	X	X	X	10K
Continue to offer Summer School focused on credit recovery	X	X	X	\$250K Title I
Continue to offer online credit recovery programs (e.g., Ingenuity)	Piloting	X	X	
Provide peer mentoring, tutoring and support groups <ul style="list-style-type: none"> Continue to train a cadre of peer mentors for the PAL (Peer Active Listeners) 	X	X	X	20K
Provide pilot technology-based literacy intervention programs to assist under-performing students <ul style="list-style-type: none"> Chrome books for EL and Title I students 	X	X	X	- Mobile tech carts with tablets - Connectivity and WiFi costs

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Provide nutritional snacks for students in the extended Intervention programs	X	X	X	32K
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Strategy 3.4: Provide non-academic supports that meet the holistic needs of students

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	Responsibility
Refer targeted students to: <ul style="list-style-type: none"> • Tarzana Treatment Center • Anger Management • Anxiety Group • Body Image Group 	X	X	X		
Develop a cadre of peer mentors for the PAL (Peer Active Listeners)		X	X		
Refer targeted students to the Body Image Group and Anger Management programs.	X	X	X		
Refer targeted students to mental health/therapy services on- or off-campus.	X	X	X	Sterling, Philips Graduate Institute, and Tarzana Treatment Mental Health Services	
Strengthen Transdisciplinary Support Team (TST) model	X	X	X		
Introduce communication tools (e.g. ticket system, Google Doc) to close the feedback loop between the Attendance Coordinator and teachers.	X			Email system (same as that needed for facilities)	

DRAFT El Camino Real HS LCAP Goals and Actions by Year

GOAL 4: Parent Community Engagement (LCAP Priority under "Engagement - Parent Involvement")
 Build parents' capacity as partners in supporting and monitoring their child's educational progress.

Key Indicators/Metrics: See separate document that lists indicators with baseline and three-year outcomes

Strategy 4.1: Improve school-to-home communication

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required
Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus <ul style="list-style-type: none"> Address technology interface and bandwidth issues 	X			
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	X	X	X	
Provide curricular and educational night(s) for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies) – NEW, will require some development and teacher buy-in		X	X	Budget for food and outreach costs
Introduce student led conferencing <ul style="list-style-type: none"> Phase-in, building on work from AVID. 		X	X	PD for staff

Strategy 4.2: Increase parental input into school decision-making.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions	X	X	X	Survey
Recruit parents into PTSA, La Familia, and the Village Nation	X	X	X	Parent volunteers

DRAFT El Camino Real HS LCAP Goals and Actions by Year

Provide parent workshops/training on: <ul style="list-style-type: none"> • school governance and parent rights • counseling night (one counselor stays late per week) • College knowledge night (by grade level) • special education parent informational trainings 	X	X	X		
Include opportunities of non-English speaking parents to meet with a bi-lingual counsel after school hours	X	X	X	Evening Counsel meetings Title III funding \$5K	

Strategy 4.3: Increase parental participation in programs serving targeted students and subgroups.

Potential Actions/Services	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Resources Required	
Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services. <ul style="list-style-type: none"> • Presentation to faculty to raise awareness 	X	X	X		
Expand the Latino Outreach program, ELAC, and SSC for families of EL students	X	X	X		
Develop a cadre of parent volunteers <ul style="list-style-type: none"> • Link curricular nights to volunteer recruitment • Decide what kinds of parent volunteerism is desired (e.g., guest speakers on careers, college alumni, etc.) 	Planning	X	X		

Cover Sheet

Review and Vote Voluntary Retirement Modification

Section: IV. School and Policies
Item: C. Review and Vote Voluntary Retirement Modification
Purpose: Vote
Submitted by:
Related Material: MOU ECRA-UTLA RE MODIFICATION MAY 26, 2016.pdf

TENTATIVE AGREEMENT

*Signed
5/26/16*

**MEMORANDUM OF UNDERSTANDING
("SIDE LETTER AGREEMENT")
BETWEEN
EL CAMINO REAL ALLIANCE
&
UNITED TEACHERS LOS ANGELES-ECRA
MODIFYING AND AMENDING THE MEMORANDUM OF UNDERSTANDING
REGARDING
VOLUNTARY EARLY RETIREMENT/RESIGNATION INCENTIVE**

April 21, 2016

This Side Letter Agreement ("Side Letter") is entered into between El Camino Real Alliance ("ECRA") formerly known as El Camino Real Charter High School ("ECRCHS") and United Teachers Los Angeles-ECRA ("UTLA") as follows:

WHEREAS, ECRA is an independent public charter school, authorized by the Los Angeles, Unified School District ("LAUSD") commencing operation on July 1, 2011; and

WHEREAS, ECRA and UTLA have an ~~independent~~ collective bargaining relationship; and

WHEREAS, ECRA and UTLA entered into a Memorandum of Understanding ("MOU") on or about January 28, 2016 allowing for an early retirement/resignation incentive for all UTLA unit members who submit an application no later than February 29, 2015 constituting an official notice of resignation or retirement from employment with ECRA effective June 30, 2016; and

WHEREAS, at least one unit member who intends to ~~return to LAUSD to retire and collect retiree benefits from LAUSD~~ resign from ECRA has expressed that the unit member and/or covered spouse has an extraordinary health condition for which he/she is undergoing treatment from a physician who is a preferred provider under the ECRA PPO plan ~~but who is not a provider under any plan available to LAUSD retirees~~; and

WHEREAS, ECRA and UTLA compassionately wish to avoid interruption in the continuity of care to that unit member (and/or covered spouse) and any similarly situated unit member (and/or covered spouse);

NOW THEREFORE, the parties do hereby agree to modify and amend the MOU by adding the following terms:

Agreement:

- 1. At ECRA's discretion, ECRA ~~will~~ may agree to continue providing PPO benefits to unit members who qualify based on the terms and conditions listed below for up to two (2) years or until the unit member reaches the age of eligibility for Medicare, whichever comes first.

2. In order for the unit member to qualify for this coverage, the unit member must meet the following eligibility requirements:

- a. During the 2015-2016 school year, the unit member is and has been enrolled in the ECRA PPO plan;
- b. The unit member has an extraordinary health condition for which he/she (and/or covered spouse) is receiving care from a physician who is a preferred provider under the ECRA PPO plan ~~but who is not a provider under any plan available by LAUSD to LAUSD-retirees;~~
- c. The unit member resigns from ECRA on June 30, 2016, pursuant to the terms of the MOU; **and**
- ~~d. The unit member returns to LAUSD on or about July 1, 2016, and then retires from LAUSD with retiree benefits prior to July 30, 2016; and~~
- d.** The unit member has not reached the age of eligibility for Medicare.

3. All other terms of the MOU remain intact and unchanged.

Signatures:

The parties acknowledge and agree that this SIDE LETTER amends and supersedes the MOU signed on or about January 28, 2016.

UNITED TEACHERS LOS ANGELES

Hong Bui *Jason Kinsella*

Names: Hong Bui, Jason Kinsella

Date: 5/26/2016

EL CAMINO REAL ALLIANCE

Dave Fehte *Man*

Dave Fehte, Executive Director

Date: 5/26/16

THIS AGREEMENT IS NOT EFFECTIVE UNTIL FINAL RATIFICATION/APPROVAL BY UTLA-ECRA AND THE GOVERNING BOARD OF ECRA

ON BEHALF OF THE BOARD OF DIRECTORS OF EL CAMINO REAL ALLIANCE

Date of Approval: _____
Jonathan Wasser, Board Chair

Cover Sheet

Review and Vote Tentative Agreement Regarding Retiree Benefits

Section: IV. School and Policies
Item: D. Review and Vote Tentative Agreement Regarding Retiree Benefits
Purpose: Vote
Submitted by:
Related Material: ECRA-UTLA Tentative Agreement Re Life Time Benefits, June 2016.pdf

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TENTATIVE AGREEMENT

**SIDE LETTER AGREEMENT
BETWEEN
EL CAMINO REAL ALLIANCE
&
UNITED TEACHERS LOS ANGELES-ECRA
REGARDING
LIMITED TIME PAYMENT FOR
CONTINUED BENEFITS FOR EIGHT (8) TEACHERS WHO ELECTED TO RETURN
TO LAUSD AND RESIGN/RETIRE WITH LAUSD RETIREE BENEFITS**

June 3, 2016

This Side Letter is entered into between El Camino Real Alliance (“ECRA”) formerly known as El Camino Real Charter High School (“ECRCHS”) and United Teachers Los Angeles (“UTLA”) as follows:

WHEREAS, ECRA is an independent public charter school, authorized by the Los Angeles, Unified School District (“LAUSD”) commencing operation on July 1, 2011; and

WHEREAS, UTLA is the exclusive representative of all certificated staff at ECRA, excluding day to day substitutes, management, confidential and supervisory personnel as defined by the EERA; and

WHEREAS, ECRA and UTLA have a collective bargaining relationship; and

WHEREAS, ECRA and UTLA entered into a prior Memorandum of Understanding (“MOU”) on or about January 28, 2016 allowing for an early retirement/resignation incentive for all UTLA unit members who submit an application no later than February 29, 2015 (later extended to May 20, 2016) constituting an official notice of resignation or retirement from employment with ECRA effective June 30, 2016; and

WHEREAS, many ECRA unit members voluntarily submitted resignations from ECRA pursuant to the MOU in which, in consideration for a resignation/retirement incentive, such unit members agreed that upon their resignation from ECRA that they “will no longer receive health and welfare benefits from ECRA”; and

WHEREAS, eight (8) ECRA teachers/counselors (“Eight (8) Unit Members”) timely filed paperwork with LAUSD (“Request to Return from Leave” and “Resignation”) to return to LAUSD from a charter leave of absence and to retire and resign from LAUSD, pursuant to a past practice between LAUSD and other conversion charter schools, and using dates provided by LAUSD; and

UTLA Proposal
6/8/16

Handwritten signature in the bottom right corner.

Handwritten initials/signature

WHEREAS, the affected Eight (8) Unit Members (and their LAUSD Employee Numbers) are: 

WHEREAS, the Eight (8) Unit Members resigned from ECRA pursuant to the MOU, ~~surrendering their ECRA-paid benefits effective July 1, 2016;~~ and

WHEREAS, LAUSD has accepted the resignations of the Eight (8) Unit Members but is unilaterally denying to recognize their return from leave, thereby depriving such teachers of retiree benefits that were earned and vested as a result of their age and prior service in LAUSD; and

WHEREAS, the Eight (8) Unit Members were active employees of LAUSD prior to accepting a charter school leave of absence and have continued to be employees of LAUSD while on the leave of absence; and

WHEREAS, independent of its status at ECRA, UTLA is the exclusive bargaining representative for the Eight (8) Unit Members because it is the exclusive bargaining representative for teachers and other certificated employees of LAUSD; and

WHEREAS, UTLA and ECRA believe that LAUSD's unilateral action is contrary to its contractual obligation to UTLA and the Eight (8) Unit Members; and

WHEREAS, UTLA has filed a grievance and ~~is proceeding~~ will proceed to arbitration against LAUSD for its refusal to allow the Eight (8) Unit Members to return and resign with retiree benefits if necessary; and

WHEREAS, UTLA and ECRA are confident of a successful resolution of the grievance; and

WHEREAS, UTLA has requested that ECRA continue to fund health benefits for the Eight (8) Unit Members while the grievance ~~arbitration~~ is proceeding; and

WHEREAS, UTLA is hopeful of a successful resolution within six (6) months; and

WHEREAS, the Eight (8) Unit Members will suffer irreparable harm if their benefits are terminated during the pendency of the grievance, and ECRA wishes to avoid having any of its employees, including the Eight (8) Unit Members, suffer any irreparable harm;

NOW THEREFORE, the parties do hereby agree to modify and amend the MOU by adding the following terms:

AGREEMENT:

1. UTLA will pursue the grievance ~~arbitration~~ to allow the Eight (8) Unit Members to return to LAUSD so that they can retire with full retiree benefits from LAUSD;

UTLA Proposal
6/8/16

2. ECRA will pay for continuation of the current health benefit packages of each of the Eight (8) Unit Members under COBRA on a temporary basis for a period of at least not to exceed six (6) months beginning July 1, 2016 and ending on December 31, 2016;
3. In pursuing the grievance ~~arbitration~~, UTLA will seek full restoration and reimbursement from LAUSD of COBRA premiums paid by ECRA on behalf of the Eight (8) Unit Members;
4. UTLA will keep ~~provide monthly reports to ECRA informed of~~ regarding the status of the case; *and any potential settlements that will directly impact ECRA's obligations beyond December 31, 2016.*
5. ~~After December 31, 2016, ECRA will have no further obligations under this Side Letter;~~ The parties are in dispute as to the obligations of the ECRA under paragraph 2 of the January 28, 2016 MOU. Each party reserves the right to retain its position on this question irrespective of this agreement. Should the matter not be resolved with LAUSD in favor of the Union by December 31, 2016 the parties agree to enter into negotiations over the continuation of health benefits. During such negotiations each party will retain its right to arbitration over the meaning and applicability of paragraph 2 of the January 28, 2016 MOU.
6. Nothing herein precludes the parties from mutually entering into a subsequent agreement to modify or extend the obligations set forth in this Side Letter, but no representations have been made regarding any intentions to do so;

Signatures:

The parties acknowledge and agree that this MOU replaces and supersedes any prior agreements between the parties concerning the subject matter previously agreed to by the parties, and it does not serve as precedent in any manner.

Date: 6/8/16

UNITED TEACHERS LOS ANGELES

[Signature]
Name: HONG BUI

Date: 6/8/16

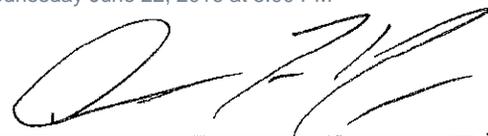
UNITED TEACHERS LOS ANGELES

Jason Kinsella *Charles Howrey Jr.*
[Signature] *[Signature]*
Name: _____

EL CAMINO REAL ALLIANCE

UTLA Proposal
6/8/16

Date: 6/8/16



Dave Fehte, Executive Director

**THIS AGREEMENT IS NOT EFFECTIVE UNTIL FINAL RATIFICATION/APPROVAL
BY UTLA-ECRA AND THE GOVERNING BOARD OF ECRA**

**ON BEHALF OF THE BOARD OF DIRECTORS
OF EL CAMINO REAL ALLIANCE**

Date of Approval: _____

Jonathan Wasser, Board Chair

UTLA Proposal
6/8/16



Cover Sheet

Review and Vote Minimum On-Site Obligation for UTLA Members

Section: IV. School and Policies
Item: E. Review and Vote Minimum On-Site Obligation for UTLA Members
Purpose: Vote
Submitted by:
Related Material: MOU ECRA-UTLA RE Minimum On-Site Obligation May 26, 2016.pdf

Signed
5/26/16

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNITED TEACHERS LOS ANGELES
&
EL CAMINO REAL ALLIANCE
RE: ARTICLE XIII, SECTION 13.3, "MINIMUM ON-SITE OBLIGATION"**

May 12, 2016

This Memorandum of Understanding ("MOU") is entered into between United Teachers Los Angeles-ECRA ("UTLA") and El Camino Real Alliance ("ECRA") formerly known as El Camino Real Charter High School ("ECRCHS") as follows:

WHEREAS, ECRA is an independent public charter school, authorized by the Los Angeles, Unified School District ("LAUSD") commencing operation on July 1, 2011; and

WHEREAS, UTLA and ECRA have entered into a collective bargaining agreement ("CBA") that was ratified by UTLA on March 4, 2016 and approved by the ECRA Board ("Board) on March 16, 2016; and

WHEREAS, "ARTICLE XIII – HOURS, DUTIES, AND WORK YEAR" in regards to the minimum on-site obligations (Section 13.3) for non-classroom teachers including but not limited to deans, counselors, and coordinators does not reflect the parties' full intentions on this subject; and

WHEREAS, UTLA and ECRA wish to modify the above referenced Article of the CBA to more accurately reflect the parties' intentions;

NOW THEREFORE, the parties do hereby agree to the following terms and to modify and amend ARTICLE XIII of the CBA as follows:

AGREEMENT

1. The parties agree to modify section 13.3 (including subsections) as follows:

13.3.1 Minimum On-Site Obligation

13.3.1 It is understood that all full-time classroom teachers shall be assigned a minimum on-site duty obligation of uniform duration, but may have differing class schedules, hours of assignment and starting times. Except as otherwise provided in writing, full time secondary teachers' minimum on-site obligation shall commence seven (7) minutes prior to the instructional day and continue through six (6) minutes after the instructional day

13.3.2 The following provisions apply to non-classroom teachers. For purposes of this Article, the term "non-classroom teacher" refers to those full-time employees whose classroom teaching assignment, if any, is fewer than half of the instructional periods per day, and/or less than half-time.

- a. Library media teachers shall have a scheduled minimum on-site obligation of sufficient duration that they can personally keep the library open to students one hour before and after the normal full pupil day for the school.

b. ~~All other~~ Unit members paid on the Special Services Salary Table, including but not limited to deans, counselors, coordinators, psychologists, PSA counselors, and audiologists, are to have a daily scheduled obligation of eight (8) hours (exclusive of duty-free lunch). This obligation may occasionally include off-site time when it is determined that the work can appropriately be performed off-site, and that the employee is not needed for other responsibilities on-site. The decision as to whether to grant or deny requests for off-site work time lies within the reasonable discretion of the immediate administrator.

e. ~~All non-classroom teachers~~ other unit members (including but not limited to nurses, counselors, and deans) shall observe on-site hours which are to be not less than the hours observed by teachers at the site, and shall remain on site when necessary to perform the duties described in Section 13.5 which are appropriate to their work. Such unit members may be required to work additional hours beyond the hours observed by teachers at the site for specified additional obligations such as after school events if they receive extra pay (i.e. stipends) for such additional work.

JK
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13.3.3 Multiple schedules, such as staggered or offset session schedules, shall not result in an increased workday for non-classroom teachers.

2. All other terms or provisions of Article XIII remain intact and unchanged.

Signatures:

The parties acknowledge and agree that this MOU amends and supersedes ARTICLE XIII, section 13.3 (including subsections) of the CBA that was ratified by UTLA on March 4, 2016 and approved by the Board on March 16, 2016.

Date: 5/26/2016

UNITED TEACHERS LOS ANGELES
JASON KINSELLA
[Signature]
Name: _____

Date: 5/20/16

UNITED TEACHERS LOS ANGELES
[Signature]
Name: HONGY BUI

Date: 5/26/16

EL CAMINO REAL ALLIANCE
[Signature]
Dave Fehte, Executive Director

THIS AGREEMENT IS NOT EFFECTIVE UNTIL FINAL RATIFICATION/APPROVAL BY UTLA-ECRA AND THE GOVERNING BOARD OF ECRA

**ON BEHALF OF THE BOARD OF DIRECTORS OF
EL CAMINO REAL ALLIANCE**

Date of Approval: _____
Jonathan Wasser, Board Chair

Cover Sheet

Review and Vote Public Records Act Policy

Section: IV. School and Policies
Item: F. Review and Vote Public Records Act Policy
Purpose: Vote
Submitted by:
Related Material: Access to Public Records Policy.docx

Policy No. _____

**EL CAMINO REAL ALLIANCE
BOARD POLICY
ACCESS TO PUBLIC RECORDS**

Requests for public records shall be made to the main office. The Executive Director or designee may then determine the most appropriate employee of El Camino Real Alliance (“ECRA”) to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. While a request need not be in writing, if the request is verbal, the requester will be asked to reduce the request to writing so there is a written record of the records being requested. If the requester chooses not to reduce the request to writing, the Executive Director or designee shall reduce the request to writing and confirm the request with the requester. The request for public records must clearly identify the records requested, along with the name and mailing address of the requester.

Provisions of the California Public Records Act (Government Code Section 6250 *et seq.*) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

ECRA may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication and reasonable necessity, has been set by the Board of Directors at 25 cents (\$0.25) per page. The direct cost of duplication and reasonably necessary fee includes the pro rata expense of the copying equipment and supplies used.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the office of the Executive Director. The Executive Director may, but is not required to, waive fees in his or her discretion. The Executive Director or designee will consider the following criteria, not necessarily in this order, when a fee waiver is requested: a showing by a requester that disclosure of the desired records will further the “public interest;” the requester identifies why he or she wants the administrative record, what he or she will do with it, and to whom he or she plans to distribute the record; the requester’s ability to pay the fee; and whether the administrative costs of collecting the fee would exceed the revenue to be collected.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes.

Within ten (10) days of receiving any request for a copy of records, the Executive Director or designee shall determine whether the request seeks copies of disclosable public records in the possession of ECRA, shall promptly inform the person making the request of ECRA's intent to comply with the request, and shall indicate that date that the disclosable public records shall be made available.

In unusual circumstances, the Executive Director may extend the 10-day time period for an additional fourteen (14) days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of ECRA having substantial subject matter interest therein;
4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, during normal business hours (between the hours of 8:00 a.m. and 3:00 p.m.), to the public records of ECRA within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then ECRA must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Adopted: [DATE]

Cover Sheet

Review and Vote Contract for an Outside Investigator

Section: IV. School and Policies
Item: G. Review and Vote Contract for an Outside Investigator
Purpose: Vote
Submitted by:
Related Material:
AUP - El Camino Real Charter High School.pdf
El Camino Real - Financial Investigative Services Proposal - VLS.PDF
El Camino Real Charter High School - Investigation Proposal.pdf
Oracle Ten Steps To A Successful Investigation.pdf
VLS Forensic Services brochure - 2016.pdf



NIGRO & NIGRO^{PC}

A PROFESSIONAL ACCOUNTANCY CORPORATION

May 25, 2016

Janelle Ruley
Young, Minney & Corr, LLP

Re: Agreed-Upon Procedures ó Credit Card Procedures of El Camino Real Charter High School

Dear Ms. Ruley:

This letter will confirm our discussions and the engagement of Nigro & Nigro, PC to assist you (Counsel) in the representation in the above-mentioned matter. As such, we have been retained by you, to whom all reports, communications, and work product will be submitted. We understand that the work performed by us will be confidential, constituting a portion of your work product and is to be regarded by us as being covered by the attorney-client and workóproduct privileges.

We understand that you may also wish to engage us to assist you by providing expert witness services concerning business methods or trade practices, accounting, or finance in this or other matters. Should you wish to so engage Nigro & Nigro, your decision will be made in light of the nature of the information previously disclosed to us. In such case, we understand that any work performed pursuant to such expert witness engagement, as well as information disclosed to us pursuant to the preceding paragraph, will be subject to the rules of discovery as appropriate for expert witnesses.

We will apply the agreed-upon procedures listed below solely to assist you with respect to the business practices of El Camino Real Charter High School (ECRCHS). Our engagement to apply agreed-upon procedures will be performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures either for the purpose for which this report has been requested or for any other purpose. If, for any reason, we are unable to complete the procedures, we will describe any restrictions on the performance of the procedures in our report, or will not issue a report as a result of this engagement.

Our engagement will be designed to perform the following agreed-upon procedures agreed to between you and the other specified users:

- ❖ Review of credit card transactions for a specified period of time and specific users
- ❖ Identify internal control weaknesses in current credit card procedures
- ❖ Assist in developing best practices and policies regarding credit card procedures

At the end of our engagement, we will present the results of applying the agreed-upon procedures in the form of our findings in a report. Our accountantsóreport should be used only for the intent of the original users of this report, and will include a statement indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you. As such, using this report for anything other than the original intent of the agreed-upon procedures could mislead the readers. You must notify us immediately if the original users of the report change.

All workpapers or other documents used by us during the course of this engagement will be maintained in segregated files. It is not our practice to retain superseded workpapers, notes, or data files that have been updated as we perform our engagement. At the close of this engagement, we will require your instruction for the disposition of documents that we have accumulated.

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | CJ Gaunder Singh, CPA | Kevin Brejnak, CPA, CFE

MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064

EMERYVILLE OFFICE 1900 Powell Street, Suite 600, Emeryville, CA 94608 • P: (510) 588-8832 • F: (510) 588-8701

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James Whittington is the engagement partner for the services specified in this letter. His responsibilities include supervising Nigro & Nigro's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the report.

By your signature below, you acknowledge and understand that our engagement is limited in scope and will be confined to our agreed-upon procedures. Because these procedures do not constitute an examination, we will not express an opinion on these procedures, nor the sufficiency of these procedures for your intended purpose. In addition, as we will not audit or review the financial statements of ECRCHS, we will not express an opinion or any other form of assurance on the financial statements.

Our engagement cannot be relied upon to disclose errors, irregularities, or illegal acts, including fraud or defalcations that may exist. However, we will inform you of any such matters that come to our attention.

By your signature below, you acknowledge and understand that Nigro & Nigro is not responsible for the implementing internal controls or for determining the appropriateness of that criteria for your specific purpose. In addition, ECRCHS is responsible for management decisions and functions. That responsibility includes designating qualified individuals with the necessary expertise to be responsible and accountable for overseeing all the services we perform as part of this engagement, as well as evaluating the adequacy and results of the services performed. ECRCHS is responsible for establishing and maintaining internal controls, including monitoring ongoing activities.

Our fees for this work will be at our regular hourly rates for the individuals involved, plus out-of-pocket incidental expenses, including all travel and mileage. Hourly rates are as follows:

- ❖ Partner/Certified Fraud Examiner - \$200
- ❖ Manager - \$140
- ❖ Supervisor - \$120
- ❖ Senior Accountant - \$110
- ❖ Staff Accountant - \$100

Mileage will be billed at the standard IRS rates (currently 54 cents per mile). Should our deposition be required in this matter, your account will be credited for any payments received from the opposing party. Monthly progress billings will be rendered as our work progresses. Invoices are payable upon receipt. Should the account be delinquent for more than 30 days, we reserve the right to stop work until the account balance is brought current or we will withdraw from the engagement. It is our understanding that obligation to pay our fees is the direct responsibility of ECRCHS. Young, Minney & Corr agrees to make every effort to assist us in collecting our fees from ECRCHS. By your signatures below, all parties acknowledge and agree that in the event we stop work or withdraw from this engagement as a result of ECRCHS's failure to pay on a timely basis for services rendered as required by this engagement letter, we shall not be liable for any damages that occur as a result of our ceasing to render services.

It is our policy to keep records related to this engagement for seven years. However, Nigro & Nigro does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Nigro & Nigro shall be free to destroy our records related to this engagement.

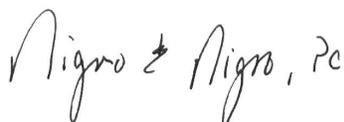
If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its applicable rules for resolving professional accounting and related services disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

All parties agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the applicable rules for resolving professional accounting and related services disputes of the American Arbitration Association, except that under all circumstances the arbitrator must follow the laws of California. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

If the preceding is in accordance with your understanding, please sign the enclosed copy of this letter.

We are looking forward to working with you on this engagement.

Very truly yours,



Nigro & Nigro, PC

RESPONSE:

This letter confirms our understanding of the services to be performed.

APPROVED:

Young, Minney & Corr, LLP

Date

El Camino Real Charter High School

Date



May 13, 2016

Janelle Ruley, Esq.
The Law Offices of Young, Minney, & Corr, LLP
5200 Lankershim Blvd., Ste 370
North Hollywood, CA 91601

Re: Forensic Accounting – Financial Investigation – El Camino Real Charter High School

Dear Ms. Ruley:

Vicenti, Lloyd & Stutzman, LLP (“VLS”) is pleased to submit this proposal to El Camino Real Charter High School (“Client”) in connection with providing forensic accounting and financial investigative services.

SCOPE OF SERVICE

Pursuant to our discussion, the Client has requested a forensic accounting of certain credit card transactions and other potential financial irregularities.

You have advised us that you are Legal Counsel (Counsel) for Client and as a result, VLS will be reporting directly to you and all information and investigative work developed by VLS will be disseminated directly to you, as Counsel. VLS will be bound by all rules and laws applicable to the attorney-client privilege.

You have requested for VLS to conduct an independent fact finding forensic accounting and financial investigation. This may involve us performing appropriate computer forensic analysis and other applicable investigative procedures to ascertain the extent of any improper financial transaction(s) or possible misuse of funds. A more detailed scope of work is attached.

It is understood that VLS has been retained specifically for the services detailed in this agreement and VLS is not providing any audit or attestation services, and this is not an agreement to provide expert witness services.

Our work is an *independent forensic accounting and financial investigative project* and considered a consulting engagement. As such, this engagement will be performed in accordance with the American Institute of Certified Public Accountants (“AICPA”) *Statement on Standards for Consulting Services No. 1 (SSCS)*. In consulting engagements, the nature and scope of work is determined solely by the agreement between the practitioner (VLS) and the client.

2210 E. Route 66, Ste. 100, Glendora, CA 91740 ♦ Tel 626.857.7300 ♦ Fax 626.857.7302
915 Wilshire Boulevard, Ste. 2250, Los Angeles, CA 90017 ♦ Tel 213.550.5422
Email INFO@VLSLLP.COM ♦ Web WWW.VLSLLP.COM

ENGAGEMENT STAFFING AND FEES

Derrick DeBruyne, Partner, CPA, CFE will oversee and be responsible for this engagement. Other professional staff, as required, will be assigned to this project as necessary. All staff assigned to this engagement will possess the proper certifications and skills necessary to perform the professional services necessary in these circumstances. Our team is highly qualified to conduct this engagement and has extensive experience in working these type matters.

Our fees are based on the number of productive hours incurred by VLS multiplied by the appropriate hourly billing rates for staff. The hourly billing rates are noted below. In addition, we will also invoice you for any out of pocket travel costs and mileage, which will be billed at the approved IRS rates, plus any actual hard costs incurred related to computer forensic analysis, such as hardware and related computer imaging cost.

For our fees, VLS has prepared and attached a proposed scope and fee estimate that includes suggested services and fee estimates for the different levels of service. The proposed scope and fee estimate is intended to be a menu of potential services, with suggested options presented to provide the Client with an idea of total cost based on selected services. VLS suggests establishing a budget based on the desired services in the proposed scope and fee estimate. If additional hours are required to complete our services (including if we are requested to prepare a written report – in addition to briefing reports and schedules we will be providing you), we will communicate with you any additional work required and obtain your approval in advance of exceeding the predetermined budget. This estimate does not include applicable travel/mileage, lodging and related computer forensic costs noted above.

Our hourly rates are as follows:

Partner	\$ 375
Director	340
Sr. Manager	300
Computer Forensic Manager	240
Manager	205
Sr. Associates	165
Associates	140
Investigative Analyst/Accountant	150
Administrative	125

Please note that, in addition to our estimated fees, Client agrees that VLS will be compensated for any and all cost incurred by VLS for any work performed outside the scope of this agreement which results from any subsequent civil, criminal, administrative and/or other proceeding pertaining to this engagement. VLS will immediately inform Counsel prior to any such cost which may be incurred by VLS.

It is agreed that our fee is not contingent on the results of our work performed. No retainer is required from you for us to begin this engagement.

OTHER INFORMATION

VLS provided financial statement audit and informational tax return preparation services for Client for the year ended June 30, 2012. We are not aware of and do not anticipate any conflicts of interest arising from this prior engagement. Should we become aware of a conflict of interest, we will bring it to your attention before proceeding.

On occasion, we are requested by LAUSD to investigate financial matters involving schools within the district, including charter schools authorized by LAUSD. We are not aware of and do not anticipate any conflicts of interest relating to this. Should we be requested by LAUSD to provide investigation services relating to the Client and the matters addressed in this contract, we will decline in order to avoid any conflict of interest.

CONFIDENTIALITY AND WORK PRODUCT

This letter confirms our understanding of your retention of VLS to assist you in this matter. All work performed and materials and work product of any kind generated in furtherance of this engagement will be deemed confidential attorney-client work product and shall not be disclosed except at the direction of Client or pursuant to a court order.

If any person or entity requests by subpoena or court order any information or materials relating to this engagement which is within the custody or control of VLS (or the custody or control of agents or representative of VLS), VLS will inform Counsel of such request and cooperate with Counsel to the extent Counsel objects or moves to quash such request or subpoena.

Further, documents received by VLS pursuant to this engagement will be maintained by us as confidential material. In the event Client supplies VLS with information and materials or other matter protected by the attorney-client privilege, VLS agrees that such information and materials will remain privileged and that VLS will maintain the confidentiality of such information and materials (as well as any documents that incorporate such materials or information). It is the normal policy for VLS to retain such documents for five years from the date of completion.

Any reports generated by VLS are to be used only in connection with the matters discussed in this engagement and may not be published or used in any other manner without the written consent of VLS.

Finally, if these terms are acceptable to you, please sign and return one copy of this engagement letter to us. Return by email to Derrick DeBruyne at ddebruyn@vslslp.com is sufficient. No retainer is required for VLS to begin this matter.

Sincerely,



Derrick DeBruyne, CPA, CFE
Partner

We agree to the terms outlined in this proposal, and by signing this letter authorize Vicenti, Lloyd & Stutzman LLP to begin work on this engagement.

Janelle Ruley, Esq.

Date

El Camino Real Charter High School

Date

**El Camino Real Charter High School
Proposed Scope and Fee Estimate**

	Estimated			Suggestions		
	Hours	Rate	Fee	#1	#2	#3
Planning:						
Meetings with appropriate personnel to plan scope and timing	2	\$ 250	\$ 500	\$ 250	\$ 500	\$ 500
Requesting and obtaining initial necessary documentation	1	250	250	250	250	250
Related party search (background check) - David Fehte	2	250	500	250	500	
Perform interviews to identify other potential risk areas	3	250	750	250		
Review of credit card transactions:						
Review general ledger, trial balance, and bank statements to identify all credit cards	3	250	750	250	750	750
Review general ledger for other risk areas	3	250	750	250		
Review credit card statements and supporting documentation - David Fehte January 1, 2014 - December 31, 2015 - 24 statements Identify transactions that could be viewed as excessive/suspicious Review supporting documentation and business purpose of transactions	24	250	6,000	6,000	6,000	6,000
Review credit card statements and supporting documentation - Other employees Select a sample of statements between January 1, 2014 and December 31, 2015 (Hours and fee estimate is per statement reviewed) Statements for review to be selected by client and/or VLS through discussion based on level of activity and risk potential	0.5	250	125			
5 employees and 5 statements each for a total of 25 statements	12.5	250	3,125	3,125		
5 employees and 3 statements each for a total of 15 statements	7.5	250	1,875		1,875	
Review current fiscal policies and identify recommendations:						
Credit Cards	2	250	500	500	500	500
Travel	2	250	500	500	500	500
Meals and entertainment	2	250	500	500	500	500
Expense reimbursements	2	250	500	500	500	500
Other fiscal policies	2	250	500	500	500	
Summarize analysis and communicate results to Legal Counsel/Board of Directors	5	250	1,250	<u>1,250</u>	<u>1,250</u>	<u>1,250</u>
Total estimated cost				<u>\$ 14,375</u>	<u>\$ 13,625</u>	<u>\$ 10,750</u>



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May 10, 2016

El Camino Real Charter High School - Board of Directors
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500 - Main

Esteemed Members of the Board,

This memorandum is to provide, as requested, a general services estimate by Oracle Investigations Group, Inc. (OIG) to conduct a detailed investigation into allegations of inappropriate expenditures by (an) El Camino Real Charter High School (ECRCHS) employee(s).

In speaking with ECRCHS's legal counsel regarding this pending investigation, it was noted that the investigation would require a review of credit card expenditures dating back to January 2014 for ECRCHS employee David Fehte and a random sampling of similar credit card expenditures of up to five (5) additional ECRCHS employees.

Although the specific scope of investigation has yet to be determined (which will ultimately influence the final direction and level of detail of the investigation), our agency estimates that this investigation will take approximately 80-90 hours of investigative time (including document review, on-site and/or phone interviews, investigative follow up and report writing time that will be centered around the specified scope of investigation to be determined once ECRCHS decides to utilize the services of OIG). Our current hourly rates are billed at \$195/Hour and report writing rates are outlined in detail in our agency's Investigative Service Retainer Agreement that has already been forwarded to ECRCHS Board Member Jon Wasser and ECRCHS Attorney Janelle Ruley.

Based on these estimates, OIG would recommend that ECRCHS budget approximately \$20,000 to conduct this detailed investigation. This estimated budget can expand or contract minimally or significantly as the scope of investigation and level of investigative detail required is increased or decreased. It is important to note that OIG will work to contain costs and work efficiently once the full scope of investigation is outlined in specific detail.



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We understand and appreciate that ECRCHS has investigative options in determining the best service provider to assist during this investigation. All of OIG’s investigators hold noteworthy credentials and have held successful careers as law enforcement professionals. As a detective for a local law enforcement agency, I have personally worked financial criminal investigations and have a strong working knowledge as to what elements constitute criminal financial activity versus allowable financial expenditures.

Of note: Our agency has worked with over one hundred (100) charter schools over the past six (6) years and has conducted numerous finance/expenditure related investigations during that same period. Our investigators have worked some very noteworthy and high profile financial investigations involving local education institutions over the past several years. Our ability to work efficiently and with fervent detail has led to strong working relationships with our client schools, their legal support service providers, charter authorizers and local district attorney offices when needed. OIG is confident we can provide the thorough and detailed investigative services ECRCHS needs.

We appreciate the opportunity to have the ECRCHS Board of Directors consider our proposal and we look forward to working with ECRCHS to resolve this matter.

Please do not hesitate to contact me with any additional questions.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'B Heider', with a stylized flourish at the end.

Brian Heider – President
Oracle Investigations Group, Inc.
13089 Peyton Dr. Suite C
Chino Hills, CA 91709
(800) 519-1540 – Main
(951) 323-0930 – Cell
bheider@oracleinvestigationsgroup.com



TEN STEPS TO A SUCCESSFUL INVESTIGATION

Oracle Investigations Group, Inc. (OIG) is proud of its track record as California's Premier Education Investigation Agency. We have served numerous client schools and districts over the years and have received numerous accolades for our work. We realize that this is oftentimes the first time a client school has had to utilize the services of a third party investigator. For this reason, we have created this "Ten Steps To A Successful Investigation" document to provide clients with a snapshot of what to expect during this investigation process:

- 1) OIG requires clients to complete the "Case Intake Form" on our website prior to initiating investigative services work for our clients. Please complete this form in its entirety and with detail, as it will serve as the roadmap for this investigation. To access the form, go to www.OracleInvestigationsGroup.com, click on "Submit A Case," enter the password **oracle1234** and complete the form. Once OIG receives the Case Intake Form, we will review the form to ensure completeness. Several key notes to consider when completing the Case Intake Form:
 - Make sure to completely answer all questions on the form.
 - Be detailed in your case synopsis so our investigators have a clear understanding of the background leading up to the investigation.
 - Make sure to clearly define the issues you want our agency to investigate in the "Scope of Investigation" question. We need to have a clear direction regarding your investigative needs in order to best serve you.
- 2) OIG will send an electronic copy of our "Investigative Services Retainer Agreement" to the client. This comprehensive Agreement covers Client and OIG responsibilities to one another during the course of the investigation. Client will review the Investigative Services Retainer Agreement and will send OIG a signed and executed copy via email or fax.



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- 3) Client will send OIG the Retainer Fee outlined in the Investigative Services Retainer Agreement. Payment should be via check made payable to “Oracle Investigations Group, Inc.” and sent to our corporate office.
- 4) Once OIG has received (from Client) the completed Case Intake Form, signed Investigative Services Retainer Agreement and Retainer Fee, OIG will have the Assigned Investigator contact Client to begin the investigation process.
- 5) The Assigned Investigator will become the main point-of-contact with the Client at this time for all investigative needs. The Assigned Investigator will work diligently to complete the investigation in a thorough and timely manner.
- 6) Key points to consider during this investigation:
 - Whenever possible, it is preferable for the Client to communicate with OIG via email, as this communication will serve as an official record to preserve communications and requests. We are available and welcome phone calls and in-person communication as well.
 - On average, it takes OIG six (6) to eight (8) weeks to complete an investigation from start to finish. This turnaround time is dependent on the Client providing all necessary documentation, reasonable access to parties involved in the investigation and solid communication between the Client and OIG. This completion time frame window begins the date all items outlined in # 4 above (Case Intake Form, Investigative Services Retainer Agreement, Retainer Fee) are received by OIG. OIG will communicate with the Client should it be determined that the investigation cannot be completed within the specified timeframe.



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- It is critically important that the Client understands OIG’s role as an independent third party investigator during this investigation. As such, OIG will not provide investigation updates to Client unless (1) such updates are regarding criminal law violations, (2) the update involves severe personnel matters that require immediate action or (3) updates were previously agreed upon with client. At the conclusion of the investigation, OIG will produce a detailed report along with pertinent documents to the Client for review.
- Occasionally, our investigators uncover evidence during an investigation that supports separate allegations not initially outlined in the original Scope of Investigation request. If our investigators uncover such evidence, OIG will notify the Client in order to determine if the Client wants OIG to investigate the additional allegation(s). OIG will require an email from the Client authorizing OIG to investigate the additional allegation(s).
- Criminal vs. Civil Matters –OIG is often asked to conduct internal administrative investigations on matters that have also been submitted to a local law enforcement agency for criminal review. Local law enforcement agencies occasionally and initially decline to follow up on or file cases that were submitted by OIG clients for several reasons, including uncooperative victims/witnesses and lack of evidence. Many times these agencies do not have the resources to investigate these matters in detail and therefore decline criminal pursuit. This does not mean that criminal law violations did not occur. On numerous occasions, OIG has used the internal administrative investigations we conduct to put together criminal cases for local law enforcement agencies after they originally declined involvement or criminal filing. For this reason, it is important for schools to conduct their own independent administrative investigation that may parallel a law enforcement investigation to protect the school in the event of any future civil liability and/or litigation. This parallel investigation that OIG conducts is useful for the school in determining administrative actions to be taken against the school employee, if necessary. OIG’s Investigators hold credentials as former law enforcement detectives and supervisors. For this reason, we make every effort to liaison with local law enforcement officials as they conduct their investigation.



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- 7) Once OIG has completed the investigation, we will contact the Client to notify them that the report is ready. Oftentimes, clients elect to have their law firm review the report to ensure all legal matters are covered within the Investigative Findings. OIG suggests that the Client authorize our agency to coordinate with your designated law firm during this investigation. Client approval can be provided by filling out the Case Intake Form on our agency's website. At this point, the final investigation report will have been reviewed by the investigator, the supervising investigator and the school's law firm.
- 8) Once the Investigation Report has been reviewed by our agency and your law firm (if authorized), the Investigation Report will be submitted to the designated party for review via email. Attachments supporting the report will be included as attached files in the email or via a file-sharing link if the file sizes are too large. Generally speaking, the report will go to the school or district's Board of Directors for review. We recommend that Executive Directors, Principals and/or Site Administrators not receive the final report.
- 9) OIG will submit its final invoice for services performed to the Client at this time via email to the designated receiving party. Per the signed Investigative Services Retainer Agreement, full payment of the final invoice is due within fifteen (15) business days of electronic receipt of the invoice.
- 10) OIG will follow up with the Client post-investigation to determine any administrative action taken by the school and/or district. OIG may request a written update for our case files and/or client to provide a testimonial regarding services performed.

As the designated representative for my school or district, I affirm that I have received, reviewed and agree to the aforementioned "Ten Steps To A Successful Investigation." Should I or my school or district have any additional questions outside of the scope of this document, I will notify Oracle Investigations Group, Inc. via email or telephone of said question(s) or concern(s).

Client Signature	Date
Client Name	Title



VICENTI ♦ LLOYD ♦ STUTZMAN LLP
CPAs AND BUSINESS ADVISORS

Forensics Services

- FRAUD & FINANCIAL INVESTIGATIONS
- FORENSIC ACCOUNTING SERVICES
- LITIGATION CONSULTING & EXPERT WITNESS TESTIMONY
- ETHICS & FRAUD ASSESSMENT/TRAINING



About Vicenti, Lloyd & Stutzman LLP

Since its founding in 1953, Vicenti, Lloyd & Stutzman LLP (VLS) has built a team of exceptional accounting professionals with rich experiences and dedication to a wide variety of organizations. Our team of more than 65 — partners, senior managers, managers and support staff — has provided responsible and effective accounting, audit and advisory services to thousands of clients throughout California as well as in other states.

The key to our success is applying our expertise through a meaningful relationship with each one of our clients, which include law firms, CEOs, leaders in education, municipalities, governmental agencies, our law enforcement community, commercial businesses, and not-for-profit agencies.

STATEWIDE & NATIONAL RECOGNITION

VLS is considered by the American Institute of Certified Public Accountants to be one of the top 500 firms nationwide, and by the California Society of CPAs as one of the top 50 firms in California. VLS has also been recognized nationally as one of the “Best Accounting Firms to Work For” for the past three years.

SET APART FROM THE COMPETITION

You will find that VLS provides a different kind of accounting experience—and the positive results you would expect from it—through our:

- Unique, one-on-one partnership with clients
- Streamlined, proven processes
- Solid reputation based on numerous successes
- Extremely competitive pricing
- Outstanding Forensic Services Team

Our team works in partnership with all VLS departments as needed to ensure our clients are provided the best service possible. Many of our staff members are bilingual, speaking Spanish and other languages common in the Southern California region.

Our capabilities and passion for making meaningful contributions for our clients—supporting their vision and mission through the application of our work—is what truly sets us apart.





**We've helped thousands of clients
achieve their goals by providing
the deepest level of trust, care and
commitment.**

L.A. Office Partner

Ernie Cooper

CPA/CFF, CFE, JD, Former FBI Special Agent

ECooper@vlsllp.com



Ernie Cooper, Partner, leads the VLS Forensic Services Team and heads the VLS Los Angeles office. He served as an FBI agent for over 20 years and is an active member of the Society of Former FBI Special Agents. Ernie's FBI experiences involved working with the "mafia," bank robbers, kidnappers, undercover operations and white collar criminals all over the country. Ernie was also an Executive Manager of the FBI and a member of the FBI's Inspection Team.

Ernie's extensive background and multiple credentials provide a unique and invaluable combination of expertise that has contributed to his success in managing financial fraud investigations in the private sector. He has assisted clients in solving complex fraud matters, assisted law enforcement with prosecutions of these cases, and has helped clients receive restitution for these wrongdoings. Ernie is highly regarded for his work with all levels of law enforcement and public and private sectors, and has frequently testified in court as an expert in forensic accounting and fraud matters.

Ernie joined VLS in 2005, playing an integral role in the expansion of the firm's Forensic Services department. He draws on extensive experience as a Special Agent with the FBI, as Director of Forensic Investigative Practice with KPMG, and as an auditor to provide clients with thorough forensic services.

PROFESSIONAL BACKGROUND

- 20+ years of service as an FBI Special Agent
- Big 8 and Big 4 Accounting Firm experience
- Frequent speaker and trainer
- Accomplished expert witness on forensic accounting and fraud investigations

PROFESSIONAL AND COMMUNITY ACTIVITIES

- Association of Certified Fraud Examiners, Board of Directors OC Chapter
- Society of Former Special Agents of the Federal Bureau of Investigation, Former Chairman, Los Angeles Chapter
- State Bar of California

LANGUAGES

- Intermediate Spanish

David Wall

Director, JD, CPA, CFE

DWall@vlsllp.com



David Wall is a director at Vicenti, Lloyd & Stutzman. Mr. Wall has over 25 years of experience in litigation in southern California, devoted exclusively to financial investigations and litigation forensics. Mr. Wall has significant experience in all phases of litigation, serving as a financial investigator, litigation consultant, and testifying expert. His engagements have concerned financial disputes involving white-collar fraud, conversion and embezzlement, shareholder and partnership disputes, purchase and sale disputes, breach of contract and fiduciary duty, unfair competition, fraudulent transfer, alter-ego and vicarious liability, and economic damages analysis, in both civil and criminal actions.

LITIGATION TESTIFYING AND CONSULTING EXPERIENCE

Mr. Wall has testified as an expert witness on accounting and financial issues in both jury and bench trials in California Superior Court, as well as at preliminary hearing, arbitration, and deposition. Mr. Wall has served as a consulting expert on financial and accounting issues in hundreds of litigation matters, performing financial investigations, drafting discovery plans, assisting with the preparation and issuance of subpoenas, directing the reconstruction of bank, brokerage, and other financial records, assisting with interviews and depositions, and trial support.

SPEAKING ENGAGEMENTS

Mr. Wall frequently speaks to professional groups, including: International Conference of the Association of Certified Fraud Examiners; national conferences of the Institute of Internal Auditors; National Association of Certified Valuators and Analysts; Commercial Law League of America; California Society of CPAs; Institute of Management Accountants; Association of Government Accountants; Los Angeles County Bar Association; American Society for Industrial Security; International Association of Special Investigation Units; California Association of Licensed Investigators; Southern California Fraud Investigators Association; Construction Financial Management Association; and the California Society of Municipal Finance Officers.

PROFESSIONAL ACTIVITIES

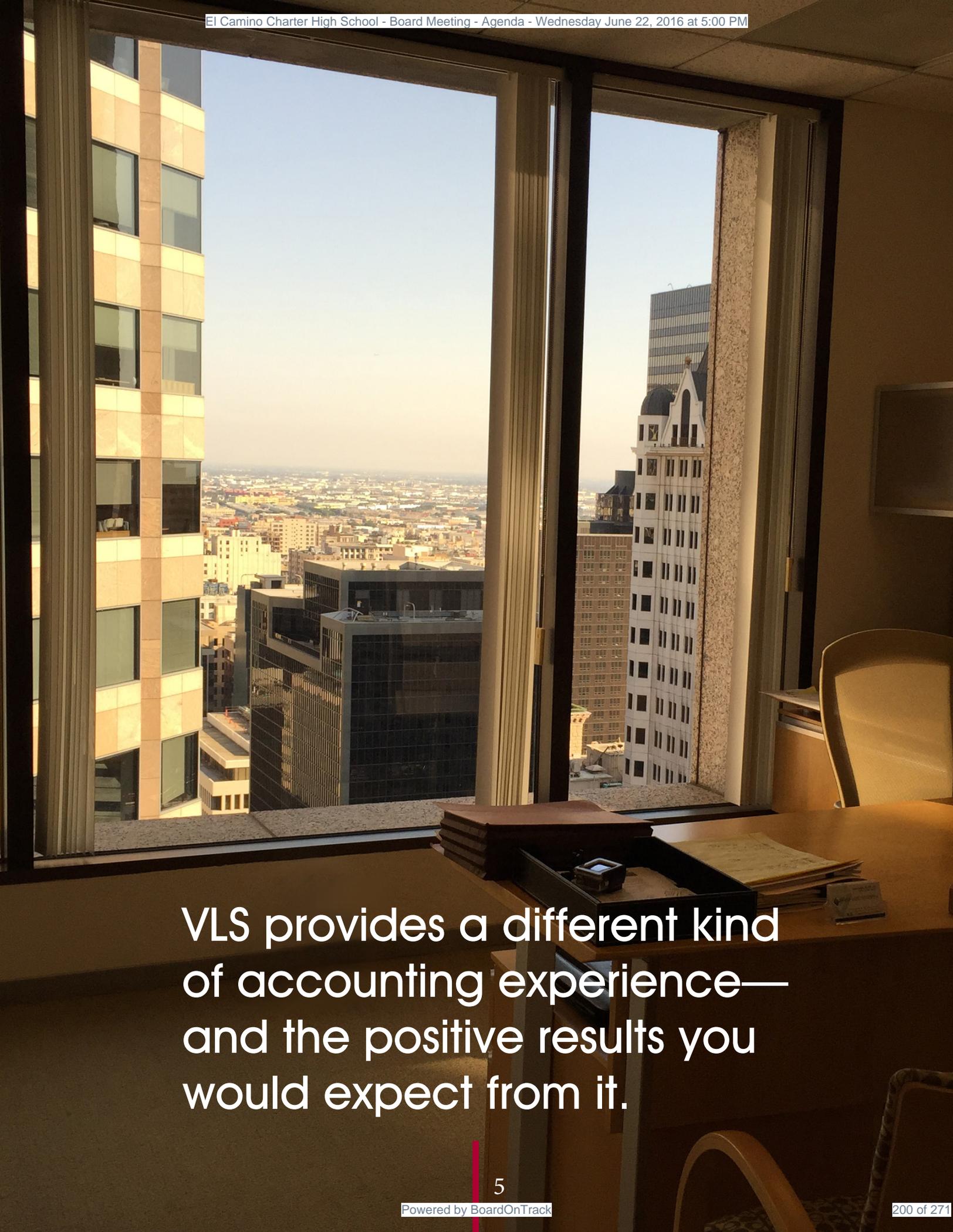
- American Institute of Certified Public Accountants
- California Society of Certified Public Accountants
- State Bar of California
- Los Angeles County Bar Association
- Association of Certified Fraud Examiners (ACFE)
- ACFE-Los Angeles Chapter (Current President)
- ACFE-Inland Empire Chapter (Past President)

PRACTICE AREAS

- Financial Investigations
- Litigation Support
- Expert Witness

CERTIFICATIONS & LICENSES

- Certified Public Accountant
- Certified Fraud Examiner
- State Bar of California
- Licensed Private Investigator



VLS provides a different kind of accounting experience—and the positive results you would expect from it.

Forensic Services Team

Our VLS Forensic Services Team (a.k.a. Forensic Accounting and Financial Investigations Team) is a highly respected and sought-out authority in fraud prevention, detection and investigation. Our multi-disciplined team is comprised of Certified Public Accountants, Certified Fraud Examiners, professionals Certified in Financial Forensics, Certified Internal Auditors, a Certified Digital Forensics Examiner, a Certified Information Technology Professional, and Certified Valuation Analysts. We have earned a reputation for credibility and success in helping businesses safeguard resources and combat fraud.

Clients value our extensive experience in forensic accounting and financial investigations. They rely on our efficiencies in investigating corporate fraud and misconduct that has been perpetrated by employees and their conspirators. They also appreciate how well we work with law enforcement agencies, legal counsel, insurance companies and C-Level Managers. We ensure the highest level of objectivity and integrity as expert witnesses in both civil and criminal matters. Our team is comprised of full-time CPA, forensic accountant, bilingual Spanish speakers that many of our clients find invaluable.

FRAUD & FINANCIAL INVESTIGATIONS

VLS Forensic Services works with attorneys and entity management to conduct internal investigations where there are allegations of financial irregularities or other sensitive wrongdoings perpetrated by employees. We use a proven process to deliver a thorough and discreet investigation for you and your legal team. Whether for a governmental, corporate, partnerships, or non-profit entity, VLS provides:

- Investigations of fraud, including embezzlement and other financial irregularities
- Tracing of misappropriated funds
- Proven experts in detailed analysis of financial records
- Asset and individual background checks
- Computer forensics
- Reports for law enforcement and insurance carriers to assist with loss recovery
- Liaison and referral with law enforcement and regulatory agencies
- Risk assessment of allegations of fraud and financial Irregularities
- Professional and experienced interviewers of complaints by Whistleblowers
- Experienced working with legal counsel in employment – disciplinary matters

“I have had the opportunity to work with the VLS investigative team on more than one sensitive fraud investigation. I continually call upon the professionals at VLS as they consistently provide outstanding investigative service. I consider them to be of the highest caliber and they are top notch investigators.”

-Attorney,
West Los Angeles office of
California law firm

FORENSIC ACCOUNTING SERVICES

Our VLS Forensic Services team has been called upon quite extensively in recent years to perform what our clients have referred to in many different terms — “Forensic Audits,” “Forensic Accounting Projects” or “Accounting Review Projects.” Regardless of the name given to this type of work, we have found that many of our clients have financial analysis needs beyond the typical litigation support or investigation of wrong-doing. Clients often want to take a “deeper look” into certain transactions or business operations.

This is where we step in. Our team, with its extensive background — CPAs, Internal Auditors, and former FBI Special Agents — is where diverse areas of expertise come together as one to serve you. We have tremendous success in these types of projects by helping our clients gain a deeper understanding of a specific aspect of their business and/or finances. Some of our clients have included school districts, public agencies, municipalities, home owner associations, business development agencies, corporate- commercial businesses and not-for-profit organizations. Some examples of these services include:

- Analyze mountains of data and business records to reconstruct financial information, including sources and uses of funds
- Identify, review, and trace funding sources and interrelated transactions
- Review suspicious vendor transactions and other disbursements for kickbacks, financial irregularities or mismanagement of funds
- Review payroll to verify compliance and identify possible irregularities
- Review employee expense reimbursements for compliance and irregularities
- Review allegations of attempts by staff to “cover up” payroll discrepancies
- Conduct a thorough forensic financial analysis of business and personal records to develop financial profiles of individuals or groups identified as participating in suspicious or illegal activities
- Examine internal control system, assess vulnerability to fraud, and establish steps to minimize the risk of fraud

“My firm had a very sensitive and high profile fraud investigation involving a high level employee that involved administrative, civil and criminal processes. The VLS investigative team knew what to do during all facets of the investigation. They continually worked with us as partners and we worked together as a team throughout. They are true professionals and we definitely would use them again.”

-Attorney,
downtown Los Angeles law firm

LITIGATION CONSULTING & EXPERT WITNESS TESTIMONY

Seasoned litigators know that a CPA expert witness is often the difference between winning or losing in many business litigation matters. Our Forensic Services group has extensive experience in working with attorneys as expert witnesses or pre-trial consultants.

Clients count on VLS to interpret complicated financial information, provide recommendations for case strategy, and support it with expert witness testimony as needed. In many engagements, we are hired to investigate and analyze financial data, and then prepare clear, accurate and persuasive reports. We render knowledgeable, objective opinions that are based on years of experience along with technical expertise.

We provide litigation support in a wide range of matters, including: business interruption; unfair competition; breach of contract; inventory losses; family financial disputes; conversion/embezzlement; breach of fiduciary duty; fraudulent transfer; alter-ego and vicarious liability; shareholder/partnership disputes; adversarial proceedings in bankruptcy; probate and trust litigation; and marital dissolution.

Our experience includes a wide range of engagements, including:

- Expert witness/pre-trial consultant
- Assistance in case strategy
- Deposition assistance, including preparation, attendance and testimony
- Participation in settlement negotiations





ETHICS & FRAUD ASSESSMENT/TRAINING

VLS works closely with our clients to combat fraud in the workplace. Our services are conducted by our multi-disciplinary team of fraud experts (CPAs, Certified Internal Auditors, Certified Fraud Examiners and former law enforcement investigators including the FBI). These services are designed to promote a fraud-free workplace and include the following:

- **Fraud Risk Check-up and Assessment Service:** Proven success for early identification of risks with a learning and educational process; an easy, affordable method to identify gaps in your fraud program; the opportunity to fix 'potential fraud problems' early; and an opportunity to establish relationships with fraud experts.
- **Ethics and Fraud Awareness Workshop Series:** This series of highly practical sessions delivers dramatic, real-life insights about fraud schemes and provides a clear understanding for establishing an effective fraud prevention and ethics program as the first line of defense in prevention, detection and stopping fraud.
- **Internal Control Advisors:** Our experts identify red flags and install effective controls, from internal control documentation, assessment and recommendations for improvement, to the monitoring of high risk areas, performing internal audit functions, using technology tools for internal audit functions, and developing and implementing your fraud and code of ethics policies.



Our promise to you is to deliver a comprehensive investigative experience and make a positive difference in your world.

VLS Forensic Services Team Leaders

In addition to Ernie Cooper, our Team Leaders include Linda Saddlemire, Jenny Dominguez and Ana Rodriguez. We welcome your direct calls and emails. We pride ourselves on frequent and effective communication — and keeping your information confidential. Our promise to you is to deliver a comprehensive investigative experience and make a positive difference in your world.

Linda Saddlemire, Ed.D., CPA/CFF, CFE, MBA — Managing Partner/CEO

LSaddlemire@vlsllp.com

Linda Saddlemire joined Vicenti, Lloyd & Stutzman in 1982 and served as Partner for more than 25 years before being named Co-Managing Partner in 2012. She was then appointed Managing Partner/CEO in 2015. As a leader of our Forensic Services Team, she works with a variety of professionals in order to help organizations fight corporate and employee fraud. Linda's multiple credentials include Certified Public Accountant, Certified Fraud Examiner, and Certified in Financial Forensics. She holds an Executive Masters of Business Administration and a Doctorate Degree in Organizational Leadership. Linda knows that businesses are highly susceptible to fraud and wants to share her knowledge with them so they can protect their resources and reputation. Linda is here to help organizations build a culture of integrity and productivity within their workplace.



Jenny Dominguez, CPA/CFF, CFE — Senior Manager

JDominguez@vlsllp.com

Jenny Dominguez joined Vicenti, Lloyd & Stutzman in 2010 and was named Senior Manager in 2011. She is licensed as a Certified Public Accountant, Certified Fraud Examiner, and Certified in Financial Forensics. Jenny has more than 11 years of experience leading fraud investigations for large governmental, educational, real estate and construction entities, and has participated in the full cycle of cases -- from phone call to investigation to resolution. She is committed to fairness, honesty, and seeking justice. Jenny also has extensive experience in forensic accounting, expert witness testimony, breach of contract disputes and acquisition due diligence. Along with Linda and Ernie, Jenny strongly believes in promoting a fraud-free, ethical workplace.



Ana Rodriguez, CPA, CFE — Senior Associate

ARodriguez@vlsllp.com

Ana is a graduate of California State Polytechnic University, Pomona, with an emphasis in Accounting. She joined VLS in 2013 and, since that time, has worked on several fraud investigation engagements. She also performs compliance and financial audits for governmental and education agencies. Ana is licensed as a Certified Public Accountant and Certified Fraud Examiner. She is committed to reducing workplace fraud and instilling public trust and confidence. Ana is fluent in both Spanish and English.



Other VLS Services

VLS also provides a full-range of traditional accounting services, which are all available in our LA Office, including:

ACCOUNTING

- Cash flow analysis
- Business entity selection
- Full service accounting "set-up" for new and fast-growing businesses
- Client training on accounting software programs

FINANCIAL AND GOVERNMENTAL AUDITS

- Compilations, reviews and audits

INTERIM CONTROLLERSHIPS

- On-site accounting support tailored to fit your specific need
- Short or long term need
- We collaborate with all areas of your organization, including accounting, operations, sales, and marketing to deliver the essential numbers to you
- Assist you in times of "financial crisis"

CONSULTING

- Succession planning
- Compliance and consulting for charter schools, K-12, and community college districts
- Overall business advisory service in partnership with you

FULL SERVICE TAX SERVICES

- Business, individuals, estates and trusts, and not-for-profit
- Tax return preparation
- Tax planning
- Helping you through a smooth and thorough audit



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CPAs AND BUSINESS ADVISORS

We've helped
thousands of clients
achieve their goals
by providing the
deepest level of trust,
care and commitment.

Come get to know us –
let's talk about how we
can help you, too.

Vicenti, Lloyd & Stutzman LLP
Certified Public Accountants and Business Consultants

2210 E. Route 66, Suite 100
Glendora, CA 91740
626.857.7300

915 Wilshire Blvd.
Suite 2250
Los Angeles, CA 90017
213.550.5422

www.VLSLLP.com

Cover Sheet

Classified Payroll Schedule for Hourly Employees

Section: V. Financials
Item: A. Classified Payroll Schedule for Hourly Employees
Purpose: Vote
Submitted by:
Related Material: 2016-17 Payroll Calendar.pdf

CLASSIFIED PAYROLL SCHEDULE

Payroll Periods	Payday
6/17/2016-6/30/2016	7/15/2016
7/1/2016-7/13/2016	7/29/2016
7/14/2016-7/28/2016	8/15/2016
7/29/2016-8/11/2016	8/31/2016
8/12/2016-8/29/2016	9/15/2016
8/30/2016-9/12/2016	9/30/2016
9/13/2016-9/27/2016	10/14/2016
9/28/2016-10/13/2016	10/31/2016
10/14/2016-10/27/2016	11/15/2016
10/28/2016-11/10/2016	11/30/2016
11/11/2016-11/28/2016	12/15/2016
11/29/2016-12/8/2016	12/21/2016
12/9/2016-12/28/2016	1/13/2017
12/29/2016-1/12/2017	1/31/2017
1/13/2017-1/27/2017	2/15/2017
1/28/2017-2/10/2017	2/28/2017
2/11/2017-2/28/2017	3/15/2017
3/1/2017-3/15/2017	3/31/2017
3/16/2017-3/30/2017	4/14/2017
3/31/2017-4/13/2017	4/28/2017
4/14/2017-4/27/2017	5/15/2017
4/28/2017-5/11/2017	5/31/2017
5/12/2017-5/29/2017	6/15/2017
5/30/2017-6/15/2017	6/30/2017

Cover Sheet

Review and Vote Cheer Fundraising

Section: V. Financials
Item: B. Review and Vote Cheer Fundraising
Purpose: Vote
Submitted by:
Related Material: cheer sponsors (1).docx



El Camino Real Charter High School's Varsity and JV Cheerleading Team

Sponsorship Opportunities



2016

El Camino Real Charter High School

Society.

El Camino Real Charter HS
5440 Valley Circle Blvd. Woodland Hills, CA 91367 (818) 595-7500



2016-2017 School Year

It's about a community that helps out!

Dear Community Partner:

Many girls aspire to become a cheerleader and support our school in academics and in athletics. Through your help and support, we can help to improve the team that cheers on our local school. We are asking for your assistance for our El Camino Real Cheerleading Team.

The El Camino Real Cheerleading team is an athletic team, which attends ALL El Camino Real High School's sports events. Our team, of about 20-25 girls, works together to create a cohesive, productive, and amazing team during summer practices and camp. This next year, the team will work hard conditioning, stunting, cheering, and dancing. The team has been striving to replace our practice mats that are over 10 years old. Also, every year the team gets practice shirts and clothes for the welcome back parade, due to the recent budget cuts to the cheer program these have become unattainable for our team. However, with your support we can still provide our cheerleading team with what they need to strive.

Since El Camino Real Charter HS is a non-profit organization, we rely on the support of community businesses, leaders, and volunteers to assure the team has the supplies necessary for it to succeed. Unfortunately, we cannot do this alone. We need your help to ensure a great year!

We hope that you will take a moment to review the 2016-2017 Sponsorship Packet and consider partnering with us in making this year rock! By becoming a sponsor of the 2016-2017 El Camino Real Charter High School Cheerleading Team, you will show our community that you support the coolest team around.

If you have any further questions about becoming a sponsor or helping our team, please contact either the advisor of Cheer or, either of the Sponsorship Chairs, Beth Corbett (Advisor of Cheer) at b.corbett@ecrchs.net, Bailey Swain (Sponsorship Chair) at baileyswain1107@gmail.com or Jade McDermott (Sponsorship Chair) at jademcdermott121@gmail.com. We also encourage you to visit the school's website at <http://www.ecrchs.net>

Thank you in advance for your support of this incredible team in our community and we hope that you will join us at our upcoming athletic events!

Sincerely,

Your Community Cheerleaders

Society.

El Camino Real Charter HS
5440 Valley Circle Blvd. Woodland Hills, CA 91367 (818) 595-7500



2016-2017 El Camino Real Charter High School Cheer Team

Community Supporter - \$200+

- Logo ad in all Cheer Flyers, Newsletters, & Emails
- Recognition award for your workplace
- Sponsorship mentioned in pep rallies
- Logo on all Cheer Flyers, Newsletters, & Emails
- Appreciation Certificate
- Sponsorship mentioned at pep rallies
- Recognition and link to your web site on the El Camino Real Charter High School Cheer website

EL Camino Real Charter High School Cheerleading Team 2016-2017 Sponsorship Form

YES, I would like to become an official sponsor/supporter of the 2016-2017 El Camino Real Charter High School Cheerleading Team. This form must be received by July, 2016 to be included on team t-shirt.

Level of Sponsorship

Monetary Team Sponsor Options:

Society.

El Camino Real Charter HS
5440 Valley Circle Blvd. Woodland Hills, CA 91367 (818) 595-7500



- ___ \$10,000+ Visionary Sponsor
- ___ \$5,000 Gold Sponsor
- ___ \$2,500 Silver Sponsor
- ___ \$1,000 Bronze Sponsor
- ___ \$500 Community Supporter

Company/Individual Name (as you wish for it to appear in print): _____

Address: _____

Phone Number: _____

E-mail Address: _____

**Please return this form to the Main Office at:
El Camino Real Charter High School • Attn: Beth Corbett
5440 Valley Circle Blvd. • Woodland Hills, CA 91367**

Society.

El Camino Real Charter HS
5440 Valley Circle Blvd. Woodland Hills, CA 91367 (818) 595-7500

Cover Sheet

Review and Vote Fiscal Policies

Section: V. Financials
Item: E. Review and Vote Fiscal Policies
Purpose: Vote
Submitted by:
Related Material: 2016-17 Fiscal Policy Handbook vFinal.pdf



EL CAMINO REAL ALLIANCE

Fiscal Policies and Procedures Handbook

**Revision Board Approved: June 22, 2016
Effective: July 1, 2016**

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ECRA FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Governing Board of EL CAMINO REAL ALLIANCE (“ECRA”), a charter management organization (“CMO”) has reviewed and adopted the following policies and procedures to ensure the funds of the CMO are appropriately budgeted, accounted for, expended, and maintained.

1. The Governing Board formulates financial policies and procedures, and delegates administration of the policies and procedures to the Chief Business Officer (“CBO”).
2. The Governing Board will commission a Back Office Provider (e.g. EdTec, ExED) who will report to both the administration and the Governing Board. The financial compilations presented to the Board will be compiled by the Back Office Provider, and may also include input from the ECRA staff.
3. The CBO has responsibility for all business operations.
4. The CBO and Back Office Provider (e.g. EdTec, ExED) will work with his/her staff to enforce the financial policies and procedures.
5. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
6. All administrators involved with spending are required to relinquish their purchasing or authorizing role for at least 10 consecutive days during the school year.
7. All documentation related to financial matters must be completed by computer, word processor, typewriter, or ink.
8. The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to the Governing Board. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.
9. The Governing Board may appoint someone else to perform the CBO's responsibilities in the case of absence.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

Safeguarding of Financial Assets

ECRA is committed to safeguarding public funds. ECRA's financials are overseen by the following entities:

1. Charter School Authorizer (i.e. LAUSD's Charter Schools Division) reviews financials annually
2. Independent Certified Public Accountant conducts annual financial audit
3. Back Office Provider (e.g. EdTec, ExED) ensures segregation of duties and fiscal compliance

In addition, ECRA does the following:

1. Presents monthly financial updates at board meetings
2. Seeks board approval of check registers and all major financial documents (e.g. interim financials, budget, LCAP, etc.)
3. Provides financial information to the staff through newsletters and presentations
4. Posts major board approved financial documents on ECRA's website

Annual Financial Audit

1. The Governing Board will annually appoint an Audit Committee by the January board meeting; this committee is tasked with selecting an auditor by the March board meeting.
2. Audit Committee members must be fiscally independent of ECRA.
3. The CBO or a Director of Business will assist Audit Committee members.
4. The Audit Committee will contract annually for the services of an independent certified public accountant to perform an annual fiscal audit.
5. The audit shall include, but will not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practices

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

Key Personnel Financial Responsibilities

Approve Contracts

- Executive Director
- Chief Business Officer
- Business Director
- Assistant Principals with check signing authority

Approve Purchases for Payment

- Executive Director
- Assistant Principals with check signing authority

Approve Purchase Orders

- Executive Director
- Chief Business Officer
- Business Director
- Department Heads
- Assistant Principals

Record Transactions

- Accounting staff (non-senior)
- Analysts

Reconcile Transactions

- Back Office Provider

Role of Key Financial Staff (Segregation of Duties)

- Executive Director - Authorizing
- Chief Business Officer - Reporting and Analysis
- Business Director - Reporting and Analysis
- Back Office Provider - Recording, Reconciling and Reporting
- Assistant Principals - Purchasing, Authorizing and Custody
- Analysts - Recording and Analysis
- Accountants - Recording, Purchasing and Custody

Financial Instruments

Debit Cards

- Use is not permitted

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

Credit Cards

- Held by board-approved personnel only
- Chief Business Officer's card is stored in the school's safe for staff use

Bank Check Signers

- Board-approved personnel

Check Stock

- Held in student store

Accounting / ERP System(s)

- Overseen by Chief Information/Technology Officer

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

PAYMENT / REIMBURSEMENT POLICIES

ECRA employees should receive pre-approval for all purchases. Pre-approvals can be received through the school's ERP system, to which all employees have access. Any items purchased without pre-approval should be kept in new condition so that item(s) can be returned to the vendor in the event the approving administrator denies the purchase.

All staff people making financial choices on behalf of ECRA must factor in time and quantitative/qualitative factors before each purchase. Below are a few examples:

1. Staff should not spend significant time to save the school a de minimis amount. For example, s/he should not incur reimbursable mileage expenses from driving around to different stores to save the school a few dollars on school supplies.
2. Staff should look beyond quantitative factors, such as cost, and evaluate the qualitative factors such as reliability, warranty, reputation, durability, environmental impact, maintenance costs, etc. For example, LED products may be more expensive initially, but they require less maintenance, use less energy and have a lower environmental impact.
3. Staff should look at total services provided, not just the product price. For example, some vendors will also assist with design and planning . This can save the school additional time and money spent doing it ourselves, or from making costly mistakes.
4. Staff should consider the value of purchasing from local businesses, products made with union labor and products made in the USA.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

Purchasing Flow Charts

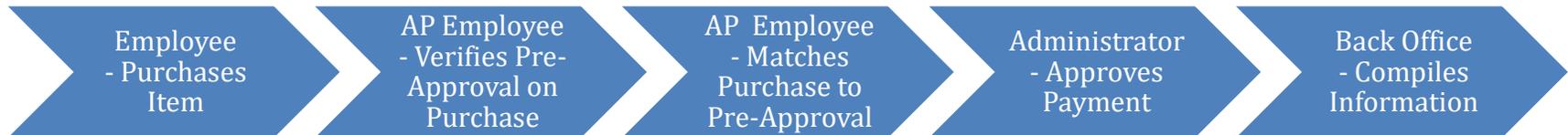
Regular Purchases

- Purchases done through the Enterprise Resource Planning (“ERP”) system



Open Purchase Order Purchases

- Items/Services are usually either approved by:
 - Signed contract
 - Individually listed vendor in the budget
- Purchases are done through the ERP, the credit card or the reimbursement process



Purchases w/o Approved Purchase Orders, Reimbursements and Travel Reimbursement

- Items are subject to review by an administrator. If purchase(s) are rejected, they are the responsibility of the employee



ECRA FISCAL CONTROL POLICIES AND PROCEDURES

Employee Receipts / Substantiation

1. All purchases made by an employee must be accompanied by an original receipt. There are certain reasonable exceptions. Below are a few examples:
 - a. Certain purchases, like internet purchases, may only provide electronic receipts.
 - b. Parking meters and valets may not provide receipts.

2. When receipts are lost, employees must make every effort to retrieve a copy of the receipt or provide a document with comparable detail. There are a few exceptions for which credit card receipts or cancelled checks will be considered sufficient, as itemized descriptions of these expenses would likely not show details of personal use. Below are a few examples:
 - a. Taxi fares on conference days
 - b. Parking fees incurred the day employee attended workshops or other work events

3. For non-student related meals, detailed receipts are a requirement (see Meals on the following page for more details).

Employee Lost Receipts

When receipts are lost, and absent the documentation with comparable detail described above, employees must submit a Lost/Missing Receipt Form (see Appendix I - Lost/Missing Receipt Form).

Gratuity

Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary. Any incremental excess is the responsibility of the employee.

Employee Expense Reports

1. Employees will be reimbursed for expenditures within fifteen (15) days of presentation of appropriate documentation.
 - a. Whenever possible, original receipts should be provided. (See Receipts/Substantiation above)
 - b. Electronic receipts are considered original receipts.
 - c. In certain cases, supporting documentation like emails, packing lists, etc. may be accepted as a receipt

2. Employees must submit all expense reports before June 30th to the Accounting Staff.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

3. Receipts or other appropriate documentation will be required for the reimbursement of all expenses (see Receipts / Substantiation above).
4. The employee must sign expense report to certify the expenditures.
5. Authorizing personnel must sign expense report for reimbursement.
6. Accounting Staff will email a copy of the School Director's expense report to the Board Treasurer when processed for payment.
 - a. For expense reports greater than \$300 in a month, the Board President must approve.

Personal Use of School Items

Personal use only applies to non-de minimis use consumption. For example, using a school computer for personal use can be considered de minimis unless it creates noticeable wear and tear.

1. Employees will avoid the personal use of school owned items without prior approval from a supervisor.
2. Employees will reimburse the school for all school owned items consumed. For example, if the school incurs additional expense as a result of personal telephone calls, employees must reimburse the school for these calls.

Supplies

1. All ECRA employees are allowed to spend the following without pre-approval for items deemed essential to carry out assigned duties or related to curriculum:
 - a. \$50/semester limit for non-classroom staff
 - b. \$100/semester limit for classroom staff

Note, for higher thresholds, teachers/staff must submit a purchase requisition in the ERP system. As outlined in the 1st paragraph on Page 8: Any items purchased without pre-approval should be kept in new condition so that item(s) can be returned to the vendor in the event the approving administrator denies the purchase.

Meals

1. School-related meals occur on a regular basis. If the meal is not pre-approved, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

non-student related meals to be reimbursable, the ECRA employee must provide the following information:

- a. An itemized receipt
 - b. The people at the meal
 - c. The business purpose (e.g. working meals, meetings with vendors/donors/school officials, etc).
2. On professional development, non-school days, school may purchase meals for staff for meetings lasting three or more hours.
 3. Each department has a budget of \$50/employee/year for meals for team building and morale.
 4. The school may cater in food and snacks for board meetings, community meetings, staff meetings, etc., but they require pre-approval by the administration.
 5. The purchase of alcohol is not reimbursable.

Mileage

1. Employees will be reimbursed for mileage when the event is school-related and requires employees to travel outside of their normal commute. Mileage will be reimbursed at the IRS-approved rate for the distance traveled. Reimbursable travel starting from or ending at a residence cannot include the normal commute miles to/from work. Below are some examples:
 - a. Home to/from school is not deductible.
 - b. Home to/from school event/meeting is partially deductible.
 - i. If the mileage to/from home to school-related event/meeting exceeds the regular commute to/from school, then employee can claim the incremental difference.
 - c. School to/from school event/meeting is 100% deductible.
 - d. Home to/from non-school event/meeting is not deductible. For example, driving around to purchase non-essential supplies, driving around to purchase essential supplies on a non-school day, or commuting to a non-school sponsored staff meeting.

Out of Town Travel

1. The Authorizing Personnel must pre-approve all out-of-town travel for an event or meeting.
2. ECRA does not allow daily per diem rates.
3. Reimbursable Expenditures:

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

- a. The price of each leg of a flight is not to exceed \$150 more than an economy/coach ticket, in either direction.
 - i. For amounts exceeding \$150, administrator approval is required. Possible reasons for a higher-class seat include health concerns (e.g. spinal injury).
 - b. Hotels/motels are allowable when the event is more than 50 miles from either the employee's residence or the school site. If there are school-related networking events in the evening, then that distance is reduced to 10 miles.
 - i. The hotel room selected should not be more than \$30 more than the cheapest room offered within the hotel.
 - ii. Hotels should be chosen for the following reasons:
 1. Total cost relative to the other nearby hotels near the venue. Total cost includes parking fees, wireless fees, and other relevant fees. These costs need to be considered because the total cost of a hotel stay with a less expensive room rate may end up being higher than the total cost of a hotel stay with a more expensive room rate.
 2. Qualitative costs should be considered, as these may impact the total travel costs and employee wellbeing. For example, access to public transportation, safety, and other amenities.
 - iii. Hotel rates exceeding an average of \$200/night, not including taxes and fees, must be accompanied with an explanation as to why the specific hotel was chosen. If the reason is denied by the Authorizing Personnel, then employee will be responsible for the incremental cost over \$200/night plus the taxes and fees. Pre-approval is encouraged for hotels over \$200/night.
 - c. Meals are reimbursed at the following rates:
 - i. \$80/day average during the event if meals are not provided
 - ii. \$50/day average during the event if meals are provided
 - iii. \$50/day average on non-event travel days
 - iv. If average is not maintained, employee will be responsible for the excess cost unless the meal(s) receives administrator approval. Possible reasons for exceeding the average include travel to high cost cities, or the high cost of meals near the venue.
 - d. Other reasonable expenses, such as Internet, special cell phone service, cab fares, rental car, mileage, gasoline, etc. are reimbursable.
4. Below are approved travel days:
- a. The day before the event if it starts before 11am.
 - b. The day after the event if it ends after 12pm.
 - c. An additional non-event travel day may be permitted due to flight scheduling.
5. Travel advances, before the actual travel, are permissible, but employee must show proof that travel actually occurred after the event.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

- a. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
 - b. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Authorizing Personnel for approval.

Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
2. The School Director will review the expense report, and if s/he approves the report, will submit it to the Accounting Staff or Back Office Provider for payment.

Tuition Costs for Non-Teaching Staff

The tuition reimbursement program aims to encourage staff to gain new workplace skills.

1. Classes must be pre-approved.
2. Tuition will be subsidized for staff who do not receive additional compensation tied to units when s/he takes approved courses in education, business, or technology.
 - a. 100% for up to one class per quarter (for a total of four courses per year) at UCLA Extension. Employee may request reimbursement for up to two classes in any one quarter during a calendar year. As ECRA has a special agreement with UCLA Extension, ECRA pays for these classes directly and there is no employee reimbursement required.
 - b. \$700/class for non-UCLA Extension courses with a \$1,400 cap for any one academic period and a \$2,800 cap per calendar year. Employees must submit an expense report with supporting documentation (e.g. tuition bill).
3. All classes must be taken for a grade or pass/fail. A grade must be provided at the end of the course.
 - a. A failing grade, or the failure to report a grade, will prevent the employee from taking another subsidized class for 12 months.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

Classes/Conferences/Workshops/Seminars ("Course") for All Staff

All staff is encouraged to take advantage of opportunities to improve their craft. If the school is subsidizing any of the cost, the employee cannot use the attained credit for salary advancement other than for a degree differential (e.g. master's degree).

1. Course must be pre-approved by an administrator.
2. Employee must complete an Expense Report and provide all receipts.
3. Employee will not be compensated for his/her time if employee made the request to attend the class/conference/workshop/seminar.

Tuition Costs for BTSA

ECRA provides Beginning Teacher Support and Assessment (BTSA) through Ventura County Department of Education. For those employees who would like to complete their BTSA elsewhere, ECRA will reimburse up to \$4K. Employee will be required to do the following:

1. Employee must notify an administrator that BTSA is being completed elsewhere.
2. Upon completion of BTSA, employee must go through the reimbursement process (i.e. expense report).
 - a. Substantiation must include the copy of tuition paid since ECRA will only reimburse up to \$4K/employee.

Professional Dues and Costs

ECRA encourages all employees to maintain membership in professional organizations. If the dues and costs are associated with the employee's job responsibilities, the employee may seek reimbursement from an administrator through the Expense Report process.

Student Awards

For ECRA school sponsored activities, the school is authorized to spend up to \$300/student/activity/year for individuals and teams that win city, state and/or national athletic or academic competition(s).

1. A school sponsored activity is any activity that a school employee receives compensation to oversee.
2. The recommendation process will be based on input from the relevant staff and Assistant Principal(s). The Executive Director will make the final decision.
3. For teams, the \$300/student/activity/year limit can be used for flowers, candy, awards (e.g. trophies, rings, etc.), ceremonies w/up to two guests per student, etc.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

4. For individuals, the \$300/student/activity/year limit can also be used for a cash equivalent award that can be used on educational related expenses.
 - a. Financial need will be strong consideration for cash equivalent awards.
 - b. A signed release form stating the cash equivalent will go towards education related expenses must be signed by the student and parent/guardian (see Appendix II – Student Gift Acknowledgement) .

Credit Cards

1. Employees may request a school credit card from the administration.
2. A credit card must be board approved before it can be issued to an employee. Below is a list of outstanding credit cards, by departments, as of December 1, 2015:
 - a. Home Depot for Woodshop and Drama
 - b. Smart and Final for Home Economics
3. ECRA uses American Express as its credit card vendor because of the company's flexibility with spending limits.
4. Credit card points accrued by ECRA employees using the CMO's credit cards are the property of ECRA.
 - a. Credit card points can be converted with the permission of the Executive Director.
 - b. Records of how the converted credit card points were used must be recorded.
5. Personal or disallowed uses of the CMO's credit cards are discouraged and should be minimized as it creates the appearance of possible fraud. The employee must reimburse the school for the personal/disallowed use before payment of the credit card is made by the school. Below are some reasons why personal/disallowed uses may occur:
 - a. Purchase of alcohol may occur at meals with potential donors. Those charges related to the alcohol are the responsibility of the employee and the employee must reimburse the school for the relevant amount. However, corkage fee is an allowable expense for donor meals.
 - b. Employee may bring additional bags on a plane for personal reasons, or may upgrade his/her plane ticket at his/her own expense. The employee must reimburse the school for the difference.
6. Employee is responsible for maintaining all receipts. If a receipt is missing, then the employee must request copies of the receipt from the credit card company at his/her expense. See "Receipts/Substantiation" for exceptions to the receipts requirement.
7. Before any credit card is issued, the employee must provide written acknowledgement that s/he has read the "Reimbursement Policies" of ECRA's Fiscal Control Policies and Procedures.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTING

Key Accounting Thresholds

1. Checks over \$10K require two signatures.
 - a. Note, credit card transactions over \$10K do not require two signers since paying the monthly statement will require two check signatures.
2. Non-budgeted contracts that exceed \$100K during a calendar year and last beyond an academic year require Governing Board approval.
3. Request for Proposals are required for projects that will be financed with bond funds that are subject to Public Contract Code 20111(a) and (b).

Purchasing in the Enterprise Resource Planning System (ERP)

1. School will use an ERP system to store all financial transactional data.
2. Employees will make purchase requisitions in the ERP. Purchase Requisitions can be created using the following information provided by the vendor:
 - a. An invoice or estimate prepared by the vendor, but which has not yet been processed for sale by the vendor.
 - b. Sales quotation provided by the vendor for use by the employee to assist in decision making and subsequent creation of a purchase requisition in the ERP system.
3. Accounting Staff will review the purchase requisition to check whether the school has adequate resources (i.e. cash).
4. If the expenditure is in the approved budget, or the school has adequate resources to make the purchase, the Accounting Staff will forward the purchase requisition to the authorized supervisors (e.g. department head and authorizing administrator). The authorized supervisors must:
 - a. Determine if the expenditure is allowable under the appropriate revenue source.
 - b. Determine if the expenditure is appropriate and consistent with the school's mission, approved charter petition, school policies and procedures, and any related laws or applicable regulations.
 - c. Determine if the price is competitive and prudent. All purchases over \$100,000 must include documentation of a good faith effort to secure the lowest possible expected cost¹ for comparable goods or services. If the purchase does not represent the lowest cost option, a business purpose must be provided.

¹ Expected cost considers the product's price, quality, life, future maintenance costs, salvage value, environmental impact, school's mission, source and materials.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

5. If the purchase order is approved, the purchase can be made by the employee through the reimbursement process or by the school on behalf of the employee.
6. When the supplier/vendor submits to ECRA the final invoice, or when an employee submits an expense report, the school will make the payment by requesting a check or by paying by credit card.
7. Since goods and services are sometimes received after payment, the employee making the purchase or shipping and receiving staff must certify that the product has been received, or that service has been provided, before closing the purchase in the ERP.
8. Some payments may be delayed if the vendor is a sole proprietor or a partnership, and it has not provided the school with a valid W-9 form.
9. The board approved credit card holders may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the School Director, Chief Business Officer and/or Governing Board.
 - a. The school's business personnel will keep the CBO's credit card in the school's safe. Anyone who uses this credit card must return it to the school's safe within three (3) hours of use, unless authorized otherwise by the School Director.
 - b. The other school cards will be kept under supervision of the board approved credit card holders
 - c. If receipts are not available or are "missing", the individual making the charge can be held responsible for payment. Please see Appendix I – Lost/Missing Receipt Form.
 - d. Credit cards will bear the names of both EL CAMINO REAL ALLIANCE and the board approved credit card holder(s).

Petty Cash

1. The Accounting Staff will manage the petty cash fund from the student store.
2. The petty cash fund will be capped at \$1,000 at the school site, but it will typically hold \$500. This does not include cash held for school events.
3. All petty cash will be kept in the school's safe. Only the Accounting Staff will have access to the petty cash box.
4. All disbursements will require a completed and signed petty cash slip, as well as a register receipt for all purchases.
5. The Accounting Staff will insure that the petty cash slip is properly completed and that a proper receipt is attached.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

6. At all times the petty cash box will contain receipts and cash totaling \$500. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Accounting Staff within 48 hours of withdrawing the petty cash.
7. When expenditures total \$300 (when cash balance is reduced to \$200), the Accounting Staff will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Assistant Principal. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the Accounting Staff.
8. Petty cash fund reimbursement checks will be made payable to ECRA.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Chief Business Officer.
10. Loans will not be made from the petty cash fund.
11. The Business Director may conduct surprise counts of the petty cash fund.

Contracts

1. The following may sign school-related contracts within the approved budget:

- Authorizing Personnel

The Governing Board must also approve the following contracts:

- Non-Public Contracts - \$100,000 or more for construction, equipment, materials, supplies, non-professional services and repairs
 - Public Contracts (i.e. public bonds):
 - Bid limit under Public Contract Code 20111(a) of \$50,000 or more for equipment, materials, supplies, services and repairs.
 - Bid limit under Public Contract Code 20111(b) of \$15,000 or more for construction contracts.
2. Consideration will be made of in-house capabilities before contracting for outside services. Below are considerations:
 - a. Whether the services needed is for a limited time period.
 - b. Whether the contract service provider has expertise not otherwise available to the school.
 - c. Whether the current staff has capacity to do the work.

ECRA FISCAL CONTROL POLICIES AND PROCEDURES

- d. Whether the contract service provider's core competency would lead to long-term savings.
 - e. Whether the utilization of the contract service provider would cost less than a comparable employee with benefits.
3. The Accounting Staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$100,000.
 4. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Director of Business may also require that contract service providers list the school as an additional insured.
 5. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Accounting Staff will obtain a W-9 from the contract service provider prior to submitting any requests for payment.
 6. The School Director, Director of Business, or Chief Business Officer will approve proposed contracts and modifications in writing.
 7. Contract service providers will be paid in accordance with approved contracts as work is performed.
 8. The Chief Business Officer and/or Assistant Principal will be responsible for ensuring the terms of the contracts are fulfilled.
 9. Potential conflicts of interest will be disclosed upfront, and the School Director, Chief Business Officer, Assistant Principal(s) and/or Member(s) of the Governing Board with the conflict will excuse themselves from related discussions and from voting on the contract.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Accounting Staff for scanning and then sent to the Authorizing Personnel for approval.
2. The Authorizing Personnel will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not included in the shipment. The packing list should be submitted with the invoice. Accounting Staff will adjust the invoice for any missing items noted on the packing list before processing for payment. In the case goods are received after payment, or documentation showing receipt is missing, the Accounting Staff will verify with the employee that goods have been received.
3. Once approved by the Authorizing Personnel, Accounting Staff will trace by use of the ERP in most cases, all documentation from the invoice to either the original purchase requisition or budget item. Then s/he will prepare the vendor report for signature by the Authorizing Personnel for payment.
4. The student store personnel will prepare the checks from the approved vendor report and send a copy to the Back Office Provider for the bank reconciliation.

Bank Checks

1. The Governing Board will approve, in advance, the list of authorized signers on the school account. The School Director, and any other employee/board member authorized by the Governing Board, may sign bank checks within established limitations.
2. The Governing Board will be authorized to open and close bank accounts.
3. The student store personnel will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Authorized Personnel will send appropriate approved documentation to the Accounting Staff.
5. Once approved by the Authorizing Personnel, Accounting Staff processes the check for signatures.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

- a. Two authorized check signers will co-sign checks in excess of \$10,000 for all non-recurring items. All checks less than \$10,000 require the signature of only one authorized check signer.
 - b. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. Accounting Staff will record the check transaction(s) into the ERP system.
7. Accounting Staff will distribute the checks and vouchers as follows:
- a. Original – mailed or delivered to payee
 - b. Duplicate or voucher – attached to the invoice and filed by vendor name by Accounting Staff
 - c. Cancelled Checks – filed numerically with bank statements by the Back Office Provider
 - d. Voided checks will have VOID written in ink.

Bank Reconciliation

1. Bank statements will be received directly or printed directly from online banking by the Back Office Personnel.
2. Back Office Personnel will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. Back Office Personnel will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. Back Office Personnel will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Financial Leader at Back Office Provider assigned to the school and the Chief Business Officer.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS RECEIVABLE

1. Documentation will be maintained for accounts receivable and forwarded to the Back Office Personnel.
2. Accounts receivable will be recorded by the Back Office Personnel in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. The Accounting Staff will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - b. The cash, checks, receipt book, and deposit summary must be given to the school Accounting Staff, who will immediately put the funds in a secure, locked location.
 - c. Both the Event Coordinator and either the Accounting Staff(s), volunteer, or Assistant Principal will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into the student store safe by the person dropping off the cash/checks.
 - a. All funds are deposited into the safe in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - b. The Accounting Staff(s) or Assistant Principal and School Director will open the safe to verify the cash/check amounts, and sign off on the amounts received.
 - c. The safe will be emptied at least two times per week when school is in session, corresponding to days when deposits are made. When school is not in session, the safe will be emptied within 48 hours when cash and checks exceed \$5K.
3. Cash/checks dropped off in the classroom will utilize the classroom envelopes. Each morning, the homeroom teacher assigned to that classroom will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before lunchtime, an office staff member and a second staff member (who may be an office staff member or an aide) shall collect all envelopes from each classroom and bring them to the student store, where they will be processed following the guidelines used for cash receipts, outlined above.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

4. Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened and converted into an electronic document for the Back Office Personnel.
 - a. For any cash or checks received in the mail, the funds will be deposited into the Student Store. The personnel there will follow the guidelines used for cash receipts.
5. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; El Camino Real Alliance; Bank Name; Bank Account Number."
6. A deposit slip will be completed by the Accounting Staff and initialed by the Assistant Principal for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
7. The deposit receipt will be attached to the deposit documentation and forwarded to the Back Office Personnel.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned due to non-sufficient funds (NSF). Unless otherwise pre-approved by Authorizing Personnel, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received by any individual, the school will no longer accept checks from that individual. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the School Director and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the School Director and/or Governing Board.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

PAYROLL

Personnel Information

1. The business personnel will maintain all employee information in the school's ERP system.
2. An employee's hiring is not effective until the employment application, form W-4, and I-9 form have been completed.
3. An employee's hiring date is the first day the employee works, not when s/he has been offered the position.
4. The Accounting Staff will maintain a position control list and notify the Governing Board of any variances to the position control throughout the year.

Stipend Volunteers

1. These individuals are ECRA volunteers who earn a small stipend for assisting with school programs (e.g. Athletics).
2. These volunteers receive stipends through the school's payroll system. The stipends are either paid out in a lump sum or in even amounts by pay periods for the scheduled period of service.

Timesheets

1. All employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to the Accounting Staff by the payroll period deadline designated by the Back Office Provider.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets may delay payroll into the next period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. All employees should seek pre-approval of unscheduled time (e.g. overtime) from their authorized supervisor in the school's payroll system (i.e. Stratus Time).
2. Overtime only applies to non-exempt employees and is defined as hours worked in excess of eight hours a day and/or forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the School Director or Chief Business Officer for further guidance.

Payroll Processing

1. Hourly employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The authorized supervisor will approve these timesheets. No overtime hours should be listed on timesheets without proper authorization or explanations as to why they occurred. The signatory supervisor will submit a summary report of timesheets to Back Office Provider who will verify the calculations for accuracy.
2. Salaried employees must sign into time clock system or use timesheets to verify working days for accuracy. A person from the business office will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
3. The Accounting Staff will notify Back Office Provider of all authorizations for approved stipends and the hourly or daily rate.
4. Back Office Provider will prepare the payroll worksheet based on the summary report from the designated school employee.
5. The payroll checks (if applicable) will be delivered to the school. Accounting Staff will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. Back Office Provider will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

2. Back Office Provider will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Chief Business Officer or School Director, and submit the forms to the respective agencies.

Record Keeping

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
 - a. The designated school employee will immediately notify the authorized supervisor if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
 - b. Records will be reconciled when requested by the employee. Every employee must maintain personal contemporaneous records.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

FINANCE/RESERVES/INSURANCE/LIABILITIES/ASSETS

Financial Reporting

1. In consultation with the Chief Business Officer and Finance Committee, Back Office Provider will prepare the annual financial budget for approval by the Governing Board.
2. Back Office Provider will submit a monthly balance sheet and monthly revenue and expense summaries to the Chief Business Officer including a review of the discretionary accounts and any line items that are substantially over or under budget. The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Back Office Provider will provide the Chief Business Officer and/or Governing Board with additional financial reports, as needed.

Financial Institutions

1. All funds will be maintained at high quality financial institution(s).
2. For CD accounts, at least 80% of funds will be maintained in CDs with a maturity of less than five (5) years. The remaining 20% can be held in high quality CDs with between five (5) years to ten (10) years to maturity.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Loans

1. The School Director and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the School Director before funds are borrowed.
3. Employee loans, including salary advances, are not allowed.

Retention of Records

1. Financial records will be maintained indefinitely in original or electronic format.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

2. Financial records will be shredded once they are converted into electronic format.
3. Appropriate back-up copies of electronic and paper financial and attendance accounting data will be regularly prepared and stored in a secure on-site location.

Funds Balance Reserve

1. The following minimum fund balance reserve must be maintained:
 - a. Economic Uncertainties - At least 5% of the total unrestricted General Funds; as of June 2016, this is ~\$1,800,000.
 - b. LAUSD Insurance Deductible - \$1,000,000
2. The CBO may also set aside additional reserves for other reasons, such as:
 - a. Capital Expenditures
 - i. The national average is ~10% of the entire annual budget each year; this money is spent on capital outlay and interest on school debt (http://www.nea.org/assets/docs/NEA_Rankings_And_Estimates-2015-03-11a.pdf)
 - b. Retiree Benefits
 - i. ECRA is setting aside funds to meet its ~\$47MM unfunded liability.
 - c. State Revenue Deferrals
 - i. As of June 1, 2016, the state revenue is not significant.
3. Back Office Provider will provide the CBO with balance sheets on a monthly basis. It is the responsibility of the CBO and the Governing Board to understand the school's cash situation. It is the responsibility of the Authorizing Personnel to prioritize payments as needed. The School Director and CBO have responsibility for all operations and activities related to financial management.

Insurance

1. Back Office Provider will work with the Chief Business Officer to ensure that appropriate insurance is maintained at all times with high quality insurance providers.
2. The Accounting Staff will maintain the files of insurance policies, certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Chief Business Officer and Back Office Provider will carefully review insurance policies on an annual basis, prior to renewal. A request for proposal must be done at least every five years.

CHARTER SCHOOL FISCAL CONTROL POLICIES AND PROCEDURES

4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.
2. Accounting Staff will file all receipts for purchased asset.
3. Reconciling Personnel will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. The school will take a physical inventory of all District and School assets, separately, within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
5. The Assistant Principal(s) will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Assistant Principal(s) will submit to Reconciling Personnel written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy unless there is a witness. The school assumes no liability for damage to cars:
 - a. Parked in the parking lot during school hours
 - b. Parked in the parking lot before and after school hours
2. Otherwise, liability is as follows:
 - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
 - b. If a parent or other visitor causes damage, that individual is responsible for the damage.
 - c. If an employee causes damage, the employee is responsible for the damage.
 - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

APPENDIX I - LOST/MISSING RECEIPT FORM

El Camino Real Charter High School Lost/Missing Receipt Form

This form is to be used when an invoice, receipt, or other supporting documentation is misplaced or not received. Standard procedure is to submit the original receipt or invoice as supporting documentation for expenditures. When an invoice or receipt is not available, this form must be submitted to **[INSERT NAME, TITLE]**. Repeated use of this form as a substitute for a receipt will result in suspension and/or cancellation of the **[INSERT ITEM, E.G. CREDIT CARD, REIMBURSEMENT PRIVILEGE]**.

The purchaser should make every effort to obtain a receipt or other documentation to support Charter School expenses.

This form may not be used for airline, car rental, or lodging receipts. Duplicates for such receipts may be obtained from the vendor; it is the purchaser’s responsibility to do so.

I, _____, have either not received or misplaced a receipt for:

- A transaction made using a Charter School debit card, credit card, or check.
- A transaction made using a personal payment method for which I am seeking reimbursement.

This form is submitted in lieu of an original receipt and attests:

- I have made efforts to obtain an original receipt, but no original receipt is available.
- I have attached any other supporting documentation in my possession.
- The expense was incurred on behalf of the Charter School for Charter School business.
- The item and amount of expense are the item and amount authorized.

Today’s Date: _____

Date of Purchase: _____

Purchase Amount: _____

Description of Expense:

Reason receipt was not obtained:

Vendor Name: _____

Vendor's Address: _____

Claimant's Signature: _____ Date: _____

Approver's Name: _____

Approver's Signature: _____ Date: _____

APPENDIX II – STUDENT GIFT ACKNOWLEDGEMENT

**El Camino Real Charter High School
Student Gift Acknowledgement and Release of Liability**

El Camino Real Charter High School (“ECRCHS” or the “Charter School”) supports and encourages student participation in extracurricular activities and believes in recognizing exemplary individual achievement when appropriate. Therefore, on occasion, ECRCHS rewards individual students for accomplishments in extracurricular activities by presenting the student with a monetary reward (e.g., a gift card) intended to be used for educational purposes.

Student Agreement

As a condition of receiving of a monetary equivalent reward, I acknowledge that (please initial):

_____ I am receiving a monetary equivalent reward for an individual accomplishment.

_____ I intend to use the reward for educational purposes.

_____ I voluntarily waive, release, and discharge any and all claims for damages against ECRCHS, El Camino Real Alliance, its officers, employees, and agents which I may have, or which hereafter may accrue, arising out of or related to use of this reward.

Parent/Legal Guardian Agreement

As a condition my student receiving of a monetary equivalent reward, I acknowledge that (please initial):

_____ My student is receiving a monetary equivalent reward for an individual accomplishment.

_____ I understand that my student shall use the reward only for educational purposes and I will help ensure this occurs.

_____ I voluntarily waive, release, and discharge any and all claims for damages against ECRCHS, El Camino Real Alliance, its officers, employees, and agents which I may have, or which hereafter may accrue, arising out of or related to use of this reward.

Reward Recipient Name: _____

Purpose of Reward: _____

Reward Description and Amount: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

ECRCHS Representative Signature: _____ Date: _____

Cover Sheet

Review and Vote 2016/17 ECRA Budget

Section: V. Financials
Item: F. Review and Vote 2016/17 ECRA Budget
Purpose: Vote
Submitted by:
Related Material: 2016-17 ECRCHS Budget Detail Supplemental vF.pdf
ECRCHS - 2016-17 Budget - 2016.06.22.pdf

ECRA Supplemental Budget Information

Budget Detail of Major Spending and Staff Controls

Contains major budget items and provides some context for the school's investments.

LCAP Costs

Basic description of the LCAP Spending. Any excess spending will be applied to other restricted funding sources (e.g. Title I)

New Positions

This addresses new positions to either replace/reduce consultants or satisfy additional compliance from LAUSD and/or LCAP.

Classified Staff Compensation

This addresses some payroll issues from the last update, and creates other payroll categories. The classified staff compensation table will likely see more changes due to minimum wage increases.

Budget Detail of Major Spending and Staff Controls

	Description	Total Cost	Notable Costs (>\$50K)	Special Notes
A-1	121 Classroom and 15 Special Ed. Teachers	15,930,768		
A-2	8 Counselors	937,104		
A-3	5 Other Non-Administrative Certificated	585,690		Out of classroom certificated employees (e.g. librarian)
A-4	2 Technology Staff	339,570		Chief Information officer and Director of Technology
A-5	1 Executive Director and 4 Assistant Principals	991,988		School may hire a 5th assistant principal. As a note, LAUSD has one certificated administrator per 180 ADA. Using the same ratio, ECRA should have ~20 instead of the projected 5.
A-6	21 Special Education Assistants	1,088,447		
A-7	15 Buildings & Ground, and 2 Plant Managers	1,087,017		
A-8	14 Security Aides (7 are outsourced)	656,855		Current security aides may stay with ECRA. New aides will be from Naerok Security. Current aides can move over to Naerok since they can receive more assignments since they can send them to other jobs when ECR is not in session.
	Naerok Security (Campus Security)		328,427	Outsourced security
A-9	20 Clerical, Business and Technology Staff	1,426,720		Additional staff is for LCAP compliance and fiscal structure changes for LAUSD. New position search will begin at the end of June. There is a consultant reviewing payroll and responsibilities which will result in pay category changes.
A-10	CBO, Business Director, STEM Director	560,310		
A-11	Community/ Development Director, Compliance Manager and Accounting Manager	353,400		Additional staff is for LCAP programs and fiscal structure changes for LAUSD. New position search will begin at the end of June.
A-12	Part-Time Staff (e.g. Youth Services, Student Workers, etc.)	629,200		
A-13	Other Pay and Duties	1,304,730		Other pay for certificated staff (e.g. stipends, professional development, tutoring, auxiliaries, etc.)
A-14	LCAP Related Transfer	(1,367,050)		Transfers from general obligations for LCAP and other restricted programs.
Permanent Staff Related		24,524,748		
B-1	Legal Services	322,000		ECR will look for part-time legal counsel to reduce outsourced legal services. This is to speed up compliance wanted by the district.
B-2	Accounting Services (e.g. EdTec, FCMAT)	270,000		Outsourced accounting services, including FCMAT, Feddersen & Company and EdTec (Back Office Provider).
B-3	Facilities and Maintenance Consulting and Services (e.g. LAUSD, Naerok)	280,000		Outsourced maintenance services and consulting for facility management to Naerok and LAUSD.
B-4	Other (The Setup HR, Magnetic Communications, etc.)	290,000		Mainly outside consultants for specialized services. Consultants are used because they are cheaper than having underutilized staff people, and ECR is not in position to develop that expertise.
	Los Angeles School Police		120,000	
B-5	Substitutes	300,000		Mainly Kelly Services
B-6	Special Education Services	400,000		Normally specialized special education services that doesn't justify a full-time hire.
B-7	LAUSD Special Education Encroachment	557,815		A special education encroachment fee LAUSD charges charter schools
B-8	LAUSD Charter Oversight	308,944		An oversight fee LAUSD charges charter schools.
Consulting, Staffing, Other Services Related		2,728,759		
C-1	Charter Safe Insurance	370,781		Workers compensation and general liability insurance.
C-2	Facilities & Rent	1,180,000		Includes rent, utilities and communications.

	LAUSD (5440 Valley Circle)		350,000	Rent for main campus
	LAUSD (Miguel Leonis)		100,000	Rent for alternative school
C-3	Travel, Training & Dues	863,709		Includes CCSA Conference, National Charter Conference, Payroll Subscriptions (Paychex, Stratus Time), Trainings, Workshops, Advocacy, AVID, etc.
	19XX · Teachers - Other		163,709	Teacher professional development
	Teacher Conferences		100,000	Trainings and other services
	5830 · Pupil Transportation and Field Trips		300,000	Student related field trips and buses
	Other School Related Dues		130,000	Includes PSAT, Turnitin, Aeries, etc.
C-4	Printing & Copying	184,000		Costs related to printing and copying. Payments are primarily to The Print Spot and Canon.
	5605 · Equipment Rental		50,000	Copier Rental
	4330 · Office Supplies		90,000	Copy paper and supplies
C-5	Other Costs	1,805,000		
	6900 · Depreciation		280,000	Mainly wear and tear on equipment.
	School Supplies		1,480,000	Includes food services, textbooks, school supplies, custodial supplies, etc.
C-6	LCAP Related Transfer	(150,000)		
	Supplies and Operational Costs Related	4,253,490		
D-1	Goal 1 - Ensure Implementation of Academic Programs for Core Subjects	250,358		Cost of substitutes for faculty time and classroom modernization
	4400 · Noncapitalized Furniture/Equipment		200,000	Classroom modernization (~10 classes/year)
D-2	Goal 2 - Solidify a Clear Schoolwide Identity in Terms of College & Career Readiness	20,000		PSAT and other creating a foundation for college and career readiness
D-3	Goal 3 - Ensure That All Students Receive Personalized Supports to Succeed	1,045,181		Technology, extra hours, and program support
	1940 · Teachers - Summer School		200,000	Credit recovery
	1900 · Other Certificated		112,000	Director of Student Technology
	Microsoft Surface Pro & Chromebooks		560,000	
D-4	Goal 3 - Alternative Education and Independent Studies Program	1,060,982		Cost of 6 teachers, 1 administrator, 1 office person, and rent.
	LAUSD (Miguel Leonis)		100,000	
D-5	Goal 4 - Build Parents' Capacity as Partners	29,304		
	LCAP Supplemental Related	2,405,825		Though overall supplemental spending is higher than funding, only a portion of it can be used to offset supplemental spending.

New Positions

ECR lost the following operational positions:

- Assistant Principal
- Human Resource Manager
- Main Office Person (Part-time)
- Analyst
- Controller
- Accountant
- Attendance

ECR is replacing these positions with the following:

	Step	
General Counsel	49	Most likely a part-time person. This should reduce legal fees. No hire will occur if the right person is not found.
Compliance Manager	22	Assist with compliance, payroll and procurement.
Accounting Manager / Controller	22 - 33	Replace controller. Replacement will most likely be a manager position closer to 22.
Fiscal Specialist or Analyst	Classified Table	Replace analyst.
Fiscal Specialist	Classified Table	Replace accountant for increase compliance promised under the notice to cure.
Director for Volunteers, Development, and Community Relations	30	LCAP and SPSA requires more parent involvement. ECR needs to increase fundraising efforts.

The hires still puts ECR well below staffing ratios at LAUSD and nearby Los Angeles conversion schools. This level of staffing will still generate significant savings compared to per ADA spending from school districts and conversion schools.

LCAP Costs

	Cost Notes	Supp %	Total 2016/17	Supp. 2016/17	Total 2017/18	Supp. 2017/18	Total 2018/19	Supp. 2018/19	
1. Ensure implementation of academic content									
	Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS	At least 120 teachers at 3 Hours (Optional) = \$9K ... Budget at 20% of max, or \$2K	20%	9,000	1,800	9,000	1,800	9,000	1,800
	Develop CCSS-aligned curricular maps by course in English/Language Arts and Mathematics establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2016-17 school year.	At least 10 substitutes for a full day at \$275/day.	20%	2,750	550	2,750	550	2,750	550
	Develop NGSS-aligned curricular maps by course in Science establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2017-18 school year.	At least 10 substitutes for a full day at \$275/day.	20%	2,750	550	2,750	550	2,750	550
	Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)	At least 10 substitutes for a full day at \$275/day.	20%	2,750	550	2,750	550	2,750	550
	Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards	Average teacher cost, with benefits, is about \$120K/year. 1/5th, since 1 period is conference, is about \$24K.	100%	24,000	24,000	24,000	24,000	24,000	24,000
	Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	25% of analysts time at \$70K with benefits.	20%	17,500	3,500	17,500	3,500	17,500	3,500
	Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	Done during PD.	20%	-	-	-	-	-	-
	Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)	At least 10 substitutes for a full day at \$275/day.	20%	2,750	550	2,750	550	2,750	550
	Maintain 95% faculty meeting highly-qualified definition	Done through hiring.	20%	-	-	-	-	-	-
	Maintain school facilities to promote optimal learning environment	\$200K/year allocation	20%	200,000	40,000	200,000	40,000	200,000	40,000
2. Solidify a clear school-wide identity in terms of									
	Expand student access to AP classes; become more proactive about supporting more students regardless of level	Done during PD.	20%	-	-	-	-	-	-

Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”	Done during PD.	20%	-	-	-	-	-	-
Reinvigorate implementation of AVID program	Done during PD.	20%	-	-	-	-	-	-
Implement PSAT Testing for all 9-11th grade students	Cost depends on participation level. Budget at \$20K.	20%	20,000	4,000	20,000	4,000	20,000	4,000
Enroll more students in higher-level math (i.e., beyond Algebra II) by offering regular Statistics, Math Analysis, and AVID Calculus	Done during PD.	20%	-	-	-	-	-	-
By the end of 9th grade, identify each students’ career/industry sector interests and then provide counseling on educational requirements for different careers in that sector	Budget \$5K for extra hours, consultants and/or analyst time.	20%	N/A	N/A	5,000	1,000	5,000	1,000
Integrate with Naviance during Career & College Readiness course and during 9th grade classroom visitations by counselors	Budget \$5K for extra hours, consultants and/or analyst time.	20%	N/A	N/A	5,000	1,000	5,000	1,000
Involve students in field trips or guest speakers tied to an academic or CTE class annually	Budget \$5K for extra hours, consultants and/or analyst time.	20%	N/A	N/A	N/A	N/A	5,000	1,000
Provide increased information regarding trade schools/certification programs	Budget \$5K for time by Director and Counselor.	20%	N/A	N/A	5,000	1,000	5,000	1,000
Scale up existing and develop one additional Career Pathways (i.e., a sequence of 3 or more classes) to allow student to explore their career interests and engage in project-based and applied learning	Develop two courses at \$2K/each	20%	N/A	N/A	N/A	N/A	4,000	800
Partner with community businesses and organizations to provide internships, field trips, job shadowing, and project based learning	10% of Community and Development Director with a total cost of \$120K/year	20%	N/A	N/A	N/A	N/A	12,000	2,400
Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)	No cost	20%	N/A	N/A	N/A	N/A	-	-

3. Ensure that all students receive personalized

Define structure and curriculum for Summer Bridge Program for incoming 9th graders identified as needing extra help	\$2K each for 3 people.	20%	N/A	N/A	6,000	1,200	6,000	1,200
Improve Freshman Orientation Process, Support, and Follow Up	No cost	20%	N/A	N/A	-	-	-	-
Provide diagnostic testing in reading and math for incoming freshman in Math and Reading to aid in correct placement consistent with skill and ability level and/or to support differentiation	\$1K set aside	20%	N/A	N/A	1,000	200	1,000	200
Expand AP preparation (“AP Bridge”) over the summer	3 auxiliaries at \$10K/each	100%	N/A	N/A	30,000	30,000	30,000	30,000

Expand the role of the Black Student Union	No cost	20%	-	-	-	-	-	-	
Provide Career and College Readiness training for Latino and African American youth through "The Village" and "La Familia" assemblies, field trips, and guest speakers	Hispanics Scholars Club (part of La Familia)	\$10K set aside for services	20%	10,000	2,000	10,000	2,000	10,000	2,000
Implement Guardian Scholars Program for Foster Youth (with Pierce College)	Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	50% of a \$3K stipend	100%	1,500	1,500	1,500	1,500	1,500	1,500
Continue to utilize Student Success Team model for struggling students	No cost	20%	-	-	-	-	-	-	-
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	6 teachers (\$120K/each), 1 office person (\$60K/each), \$100K for rent	100%	880,000	880,000	880,000	880,000	880,000	880,000	880,000
Restructure and expand 7th period intervention courses to targeted students	3 auxiliaries at \$10K/each	100%	N/A	N/A	30,000	30,000	30,000	30,000	30,000
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students	15 auxiliaries at \$10K/each	100%	150,000	150,000	150,000	150,000	150,000	150,000	150,000
Offer online credit recovery programs (e.g., Ingenuity)	\$8500/year	100%	8,500	8,500	8,500	8,500	8,500	8,500	8,500
Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	\$10K/year	100%	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.	700 students at \$800/computer	100%	560,000	560,000	560,000	560,000	560,000	560,000	560,000
Provide pilot technology-based literacy intervention programs to assist underperforming students, including Chromebooks for ESL and underperforming, unduplicated EL students.	100 students at \$500/computer	100%	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Support FRPM and EL student technology	75% of Director of Technology's time at \$150K with benefits	100%	112,500	112,500	112,500	112,500	112,500	112,500	112,500
Provide nutritional snacks for students in the extended day programs.	\$30K/year	100%	30,000	30,000	30,000	30,000	30,000	30,000	30,000
Develop, implement, and maintain a Student Relationship Management (SRM) dashboard	\$50K/year for staff, consultants and subscription	20%	50,000	10,000	50,000	10,000	50,000	10,000	10,000
Refer targeted students to: Tarzana Treatment Center, the Body Image Group, Anxiety Group, Anger Management programs and/or mental health/therapy services on- or off-campus.	No additional cost	20%	-	-	-	-	-	-	-
Develop a cadre of peer mentors for the PAL (Peer Active Listeners)	No additional cost	20%	N/A	N/A	-	-	-	-	-

Introduce communication tools (e.g., ticket system, Google Doc) to close the feedback loop between the Attendance Coordinator and teachers.

Done during PD. 20% - - N/A N/A N/A N/A

4. Build parents' capacity as partners in supporting

Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus

Minor additional costs from refresh. 20% - - N/A N/A N/A N/A

Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.

Minor additional costs 20% - - - - - -

Provide curricular night for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)

\$2K/year budget 20% N/A N/A 2,000 400 2,000 400

Introduce student led conferencing, phasing in gradually and building on work from AVID.

\$2K/year budget 20% N/A N/A 2,000 400 2,000 400

Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions

10% of Business Director with a total cost of \$120K/year 20% 12,000 2,400 12,000 2,400 12,000 2,400

Recruit parents into advisory committees (SSC, ELAC, SAC - school advisory council for Title I)

10% of Community and Development Director with a total cost of \$120K/year 20% 12,000 2,400 12,000 2,400 12,000 2,400

Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.

\$2K/year budget 20% 2,000 400 2,000 400 2,000 400

Use La Familia and The Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services.

10% of Community and Development Director with a total cost of \$120K/year 20% N/A N/A 12,000 2,400 12,000 2,400

Expand the Latino Outreach program, ELAC, and SSC for families of EL students

10% of Community and Development Director with a total cost of \$120K/year 20% N/A N/A 12,000 2,400 12,000 2,400

Develop a cadre of parent volunteers

10% of Community and Development Director with a total cost of \$120K/year 20% N/A N/A 12,000 2,400 12,000 2,400

Totals 2,171,505 1,896,700 2,293,509 1,969,100 2,314,510 1,973,300

**Classified Staff Compensation
FY 7/1/16 to 6/30/17**

NON-CLERICAL

Posit.	Campus Aide	Campus Aide Senior	Instruct. Aide	Education Aide	Special Ed Asst.	Additional Adult Asst.	Buildings & Grounds	Asst. Plant Mngr II	Youth Svcs/Coach Ath. Asst.	Athletic Trainers
Basis	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly
1	14.60	16.30	16.06	13.23	20.03	23.75	14.29	18.30	17.66	28.27
2	15.28	17.07	16.85	13.92	21.07	24.02	14.97	19.25	17.66	29.07
3	16.06	17.95	17.67	14.60	22.18	24.28	15.69	20.19	17.66	29.86
4	16.85	18.83	18.63	15.28	23.30	24.55	16.47	21.27	17.66	30.66
5	17.68	19.79	19.54	16.06	24.52	24.81	17.27	22.38	17.66	31.45
6	17.68	19.79	19.54	16.06	24.52	24.81	18.18	22.38	17.66	31.45
7	17.68	19.79	19.54	16.06	24.52	24.81	19.11	22.38	17.66	31.45
10	18.03	20.19	19.94	16.38	25.03	25.33	19.50	22.84	17.66	31.45
15	18.40	20.61	20.35	16.71	25.56	25.86	19.90	23.32	17.66	31.45
AA Degree	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25	
BA Degree	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50	
MA Degree										+\$1.00

CLERICAL

Posit.	Office Asst. I	Office Asst. II	Office Asst. Senior I	Office Asst. Senior II	Admin. Asst. I	Admin. Asst. II	Business Specialist	Fiscal Specialist	Accting. Tech. I	Accting. Tech. II	Accting.
Basis	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly
1	11.30	14.26	16.49	19.12	22.73	27.97	26.01	28.71	16.23	18.40	23.86
2	11.87	14.98	17.32	20.12	23.90	29.44	27.38	30.23	17.04	19.34	24.89
3	12.48	15.70	18.20	21.22	25.17	31.02	28.80	31.80	17.91	20.34	26.19
4	13.12	16.49	19.12	22.73	26.50	32.69	30.36	33.54	18.82	21.38	27.59
5	13.80	17.32	20.12	23.90	27.90	34.44	31.97	35.33	19.77	22.47	29.07
6	13.80	17.32	20.12	23.90	27.90	34.44	31.97	35.33	20.82	23.68	29.07
7	13.80	17.32	20.12	23.90	27.90	34.44	31.97	35.33	21.91	24.93	29.07
10	14.07	17.67	20.53	24.40	28.49	35.18	32.27	35.63	22.36	25.46	29.68
15	14.35	18.03	20.96	24.91	29.09	35.93	32.57	35.93	22.83	25.99	30.31
AA Degree	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25	+\$0.25					
BA Degree	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50	+\$0.50					
MA Degree							+\$1.00	+\$1.00	+\$1.00	+\$1.00	+\$1.00

HS Worker/Intern 10.50 **Increases to \$12.00 on July 1, 2017**
 College Worker/Intern 15.00
 Graduate Worker/Intern 20.00 to 40.00

Los Angeles Minimum Wage

California Minimum Wage

	Hourly		Hourly	Monthly Exempt	Annual Exempt
Pre-2016	\$9.00	1/1/2017	\$10.50	\$3,640	\$43,680
1/1/2016	\$10.50	1/1/2018	\$11.00	\$3,813	\$45,760
7/1/2017	\$12.00	1/1/2019	\$12.00	\$4,160	\$49,920
7/1/2018	\$13.25	1/1/2020	\$13.00	\$4,507	\$54,080
7/1/2019	\$14.25	1/1/2021	\$14.00	\$4,853	\$58,240
7/1/2020	\$15.00	1/1/2022	\$15.00	\$5,200	\$62,400

Other

If anyone is making less from category or pay changes, then their pay is frozen until caught up.
 11.5% for CalPERS stipend
 \$0.29/hour differential for qualified bi-lingual classified employees
 If a person has both an AA and BA degree, they only receive the \$0.50 differential

2015-16 to 2017-18 Admin Salary Table

Non-Executive Management Pay Table

			1	2	3	4	5
22G	A	basis	65,046	68,786	72,523	76,653	80,848
	E	basis	58,542	61,908	65,271	68,988	72,763
	B	basis	55,290	58,469	61,645	65,156	68,721
24G	A	basis	68,932	72,833	76,832	81,191	85,646
	E	basis	62,039	65,550	69,149	73,072	77,082
	B	basis	58,593	61,909	65,308	69,013	72,800
26G	A	basis	73,029	77,126	81,386	86,022	90,772
	E	basis	65,727	69,414	73,248	77,420	81,695
	B	basis	62,076	65,558	69,179	73,119	77,157
30G	A	basis	81,957	86,479	91,327	96,518	101,920
	E	basis	73,762	77,831	82,195	86,867	91,729
	B	basis	69,665	73,508	77,629	82,042	86,633
32G	A	basis	86,839	91,573	96,762	102,264	108,009
	E	basis	78,155	82,416	87,087	92,038	97,209
	B	basis	73,814	77,838	82,249	86,925	91,809
33G	A	basis	89,385	94,249	99,586	105,217	111,176
	E	basis	80,137	84,499	89,285	94,333	99,675
	B	basis	75,686	79,805	84,324	89,092	94,138
34G	A	basis	91,669	96,812	102,345	108,172	114,179
	E	basis	82,186	86,797	91,758	96,982	102,369
	B	basis	77,622	81,975	86,660	91,594	96,681
35G	A	basis	94,249	99,586	105,217	111,176	117,428
	E	basis	84,499	89,285	94,333	99,675	105,280
	D	basis	81,610	86,232	91,108	96,268	101,681
	B	basis	79,805	84,324	89,092	94,138	99,432
36G	A	basis	96,812	102,345	108,172	114,179	120,758
	E	basis	86,797	91,758	96,982	102,369	108,265
	D	basis	83,830	88,622	93,666	98,867	104,563
	B	basis	81,975	86,660	91,594	96,681	102,251
37G	A	basis	99,586	105,217	111,176	117,428	124,038
	E	basis	89,285	94,333	99,675	105,280	111,206
	D	basis	86,232	91,108	96,268	101,681	107,405
	B	basis	84,324	89,092	94,138	99,432	105,028

38G	A	basis	102,345	108,172	114,179	120,758	127,400
	E	basis	91,758	96,982	102,369	108,265	114,222
	D	basis	88,622	93,666	98,867	104,563	110,316
	B	basis	86,660	91,594	96,681	102,251	107,876
39G	A	basis	105,217	111,176	117,428	124,038	131,057
	E	basis	94,333	99,675	105,280	111,206	117,499
	D	basis	91,108	96,268	101,681	107,405	113,482
	B	basis	89,092	94,138	99,432	105,028	110,971
40G	A	basis	107,667	113,640	120,218	126,878	134,093
	E	basis	96,528	101,884	107,782	113,753	120,222
	D	basis	93,228	98,401	104,097	109,864	116,112
	B	basis	91,166	96,224	101,794	107,434	113,543
41G	A	basis	110,180	116,383	122,944	129,866	137,439
	E	basis	98,783	104,343	110,225	116,431	123,222
	D	basis	95,405	100,777	106,458	112,450	119,009
	B	basis	93,294	98,547	104,103	109,963	116,376
42G	A	basis	113,135	119,664	126,291	133,473	141,276
	E	basis	101,432	107,284	113,226	119,665	126,661
	D	basis	97,964	103,617	109,355	115,574	122,331
	B	basis	95,796	101,325	106,936	113,017	119,624
43G	A	basis	116,383	122,944	129,866	137,439	145,193
	E	basis	104,343	110,225	116,431	123,222	130,173
	D	basis	100,777	106,458	112,450	119,009	125,723
	B	basis	98,547	104,103	109,963	116,376	122,941
44G	A	basis	119,664	126,291	133,473	141,276	149,224
	E	basis	107,284	113,226	119,665	126,661	133,787
	D	basis	103,617	109,355	115,574	122,331	129,214
	B	basis	101,325	106,936	113,017	119,624	126,354
45G	A	basis	122,944	129,866	137,439	145,193	153,322
	E	basis	110,225	116,431	123,222	130,173	137,461
	D	basis	106,458	112,450	119,009	125,723	132,762
	B	basis	104,103	109,963	116,376	122,941	129,825
46G	A	basis	123,940	130,910	138,549	146,400	154,561
	E	basis	111,118	117,368	124,217	131,255	138,572
	D	basis	107,315	113,356	119,969	126,767	133,834
	B	basis	104,946	110,847	117,316	123,964	130,874
47G	A	basis	124,953	132,003	139,708	147,592	155,851

	E	basis	112,027	118,348	125,256	132,324	139,729
	D	basis	108,197	114,302	120,974	127,800	134,952
	B	basis	105,802	111,773	118,297	124,973	131,965
48G	A	basis	125,997	133,082	140,818	148,800	157,124
	E	basis	112,963	119,315	126,251	133,407	140,870
	D	basis	109,100	115,235	121,934	128,847	136,054
	B	basis	106,687	112,686	119,237	125,996	133,044
49G	A	basis	127,254	134,436	141,945	150,041	158,462
	E	basis	114,089	120,529	127,261	134,519	142,070
	D	basis	110,188	116,408	122,910	129,920	137,213
	B	basis	107,751	113,833	120,190	127,046	134,177
Differentials						Regular	On-Line
	Non-Business Group						
		Spanish fluency / proficiency				3,000	
		Non-Administrative Masters				5,000	1,500
		Ph.D				10,000	3,000
	Business Group						
		JD				8,000	
		MBA				8,000	2,500
		CPA				5,000	a
		CFA, CFP, CFM, CMA, CIA, etc.				2,500	/each
	Work Basis						
		A-Basis				2,080	hours/year
		E-Basis				1,872	hours/year
		D-Basis				1,808	hours/year
		B-Basis				1,768	hours/year

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

	2016/17
	Preliminary Budget
SUMMARY	
Revenue	
General Block Grant	30,894,433
Federal Revenue	1,082,894
Other State Revenues	2,706,821
Local Revenues	1,113,567
Fundraising and Grants	50,000
Total Revenue	35,847,716
Expenses	
Compensation and Benefits	27,341,723
Books and Supplies	2,477,513
Services and Other Operating Expenditures	5,225,762
Capital Outlay	300,000
Total Expenses	35,344,998
Operating Income (excluding Depreciation)	502,718
<i>Operating Income (including Depreciation)</i>	564,437
Fund Balance	
Beginning Balance (Unaudited)	17,312,202
Audit Adjustment	-
Beginning Balance (Audited)	17,312,202
Operating Income (including Depreciation)	564,437
Ending Fund Balance (including Depreciation)	17,876,639
<i>Ending Fund Balance as a % of Expenses</i>	51%

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

2016/17

Preliminary Budget

Detail

Enrollment Summary

9-12	-
Total Enrolled	3,675

ADA %

9-12	95.0%
Average	95.0%

ADA

9-12	3491.3
Total ADA	3491.3

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

		2016/17
		<u>Preliminary Budget</u>
LCFF Entitlement		
8011	Charter Schools LCFF - State Aid	18,866,379
8012	Education Protection Account Entitlement	5,398,345
8096	Charter Schools in Lieu of Property Taxes	6,629,709
SUBTOTAL - LCFF Entitlement		<u>30,894,433</u>
8100 Federal Revenue		
8181	Special Education - Entitlement	686,190
8220	Child Nutrition Programs	147,638
8291	Title I	242,403
8292	Title II	6,664
8297	PY Federal - Not Accrued	-
8299	All Other Federal Revenue	-
SUBTOTAL - Federal Income		<u>1,082,894</u>
8300 Other State Revenues		
8319	Other State Apportionments - Prior Years	-
8381	Special Education - Entitlement (State)	1,978,701
8520	Child Nutrition - State	12,871
8550	Mandated Cost Reimbursements	149,667
8560	State Lottery Revenue	565,583
8590	All Other State Revenue	-
SUBTOTAL - Other State Income		<u>2,706,821</u>
8600 Other Local Revenue		
8634	Food Service Sales	113,567
8660	Interest	-
8662	Net Increase (Decrease) in the Fair Value of Investments	-
8690	Other Local Revenue	1,000,000
8715	SPED Option 3 Transfers	-
SUBTOTAL - Local Revenues		<u>1,113,567</u>
8800 Donations/Fundraising		
8803	Fundraising	50,000
SUBTOTAL - Fundraising and Grants		<u>50,000</u>
TOTAL REVENUE		<u>35,847,716</u>

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

2016/17

Preliminary Budget

EXPENSES

Compensation & Benefits

1000	Certificated Salaries	
1100	Teachers Salaries	11,402,228
1101	Teacher - Stipends	1,000,000
1150	Teacher - NBC Stipends	100,000
1160	Teacher - Auxiliary	360,000
1170	Teacher - Coverage	30,000
1180	Extra Hours	250,000
1200	Certificated Pupil Support Salaries	1,407,242
1300	Certificated Supervisor & Administrator Salaries	885,863
1900	Certificated Other Salaries	244,479

SUBTOTAL - Certificated Employees **15,679,812**

2000	Classified Salaries	
2100	Classified Instructional Aide Salaries	939,181
2200	Classified Support Salaries	816,624
2300	Classified Supervisor & Administrator Salaries	571,169
2400	Classified Clerical & Office Salaries	1,075,317
2900	Classified Other Salaries	275,000

SUBTOTAL - Classified Employees **3,677,290**

3000	Employee Benefits	
3100	STRS	1,972,520
3200	PERS	418,971
3300	OASDI-Medicare-Alternative	469,797
3400	Health & Welfare Benefits	3,648,000
3500	Unemployment Insurance	9,679
3600	Workers Comp Insurance	191,065
3700	Retiree Trust Benefits	1,249,820
3900	Other Employee Benefitis (PARS & Misc)	24,769

SUBTOTAL - Employee Benefits **7,984,621**

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

2016/17

Preliminary Budget

4000	Books & Supplies	
4100	Approved Textbooks & Core Curricula Materials	350,000
4200	Books & Other Reference Materials	27,720
4315	Custodial Supplies	53,528
4325	Instructional Materials & Supplies	254,279
4330	Office Supplies	204,871
4345	Non Instructional Student Materials & Supplies	508,557
4400	Noncapitalized Equipment	700,000
4710	Student Food Services	378,558
	SUBTOTAL - Books and Supplies	<u>2,477,513</u>

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

2016/17

Preliminary Budget

5000	Services & Other Operating Expenses	37%
5200	Travel & Conferences	200,000
5300	Dues & Memberships	150,000
5400	Insurance	181,091
5500	Operations & Housekeeping	633,488
5605	Equipment Leases	76,354
5610	Rent	450,000
5631	Other Rentals, Leases and Repairs 1	315,515
5809	Banking Fees	38,505
5812	Business Services	203,750
5815	Consultants - Instructional	750,000
5820	Consultants - Non Instructional	700,000
5824	District Oversight Fees	308,944
5830	Field Trips Expenses	300,000
5839	Fundraising Expenses	50,000
5845	Legal Fees	200,000
5851	Marketing and Student Recruiting	10,300
5861	Prior Yr Exp (not accrued)	-
5872	Special Education Encroachment	557,815
5900	Communications	100,000
	SUBTOTAL - Services & Other Operating Exp.	<u>5,225,762</u>

EL CAMINO REAL CHARTER HIGH SCHOOL

Budget Summary

		2016/17
		Preliminary Budget
6000	Capital Outlay	
6200	Buildings & Improvement of Buildings	300,000
6400	Equipment	-
	SUBTOTAL - Capital Outlay	300,000
TOTAL EXPENSES		35,344,998
6900	Total Depreciation (includes Prior Years)	238,281
TOTAL EXPENSES including Depreciation		35,283,279