



El Camino Real Charter High School

Special Board meeting

May 2024 Board Meeting

Date and Time

Wednesday May 22, 2024 at 5:30 PM PDT

Location

El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

SPECIAL BOARD MEETING

For board meeting materials, please go to the school's main office, or call [\(818\) 595-7500](tel:8185957500). Some board meeting materials are also posted on the school's website (<https://ecrchs.net> - click the ECR Board tab).

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING

ATTENDEES: 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:

PUBLIC COMMENTS

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 "Public Comments." "Public Comments" 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 during the Public Comments periods. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

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

A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak. 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.

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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.

IMPORTANT NOTE REGARDING PUBLIC COMMENTS: Effective September 2022, public comments presentations at all ECRA Regular and Special Board Meetings and at Committee Meetings must be made in person. There is no obligation on the part of the school to have a school official read public comments during

inperson Board Meetings. Powered by BoardOnTrack 2 of 4 A member of the public is welcome to appear at the Board meeting to make a public comment or make arrangements with another person in attendance to speak on the person's behalf.

Consent Agenda: All matters listed under the consent agenda are considered by the Board to be routine and may be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Executive Director recommends approval of all consent agenda items.

In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to David Hussey, in person, by email at comment@ecrchs.net, or by calling [\(818\) 595-7500](tel:8185957500).

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening Items			
A.	Call the Meeting to Order	Brad Wright	1 m
B.	Record Attendance and Guests	Ryan Guinto	1 m
C.	Pledge of Allegiance to the United States of America (USA)	David Hussey	1 m
D.	Public Comments	Public	30 m
NOTE: Public Comments, effective with the March 24th, 2022, Regular Board Meeting, are limited to two (2) minutes and total time allotted to all agenda and non-agenda items will not exceed thirty (30) minutes.			
E.	Executive Director Update	David Hussey	10 m
ECR Academic Decathlon Team will be recognized by Council Member Blumenfield's Office for its 10th US National Championship.			
F.	Chief Business Officer Update	Gregory Wood	10 m
G.	Board Committees Update	Discuss Brad Wright	10 m
H.	Board Chair Update	Discuss Brad Wright	10 m

	Purpose	Presenter	Time
II. Consent			6:43 PM
A. Approve Minutes of April 25, 2024, Regular Board Meeting	Approve Minutes	Brad Wright	1 m
B. Discuss and Vote on April 2024 Check Registers	Vote	Gregory Wood	1 m
C. Discussion and Vote on April 2024, Credit Card Charges	Vote	Gregory Wood	1 m
III. Finance			6:46 PM
A. April 2024 Investment Update Mr. Wood, CBO, will present the April, 2024, ECRCHS Investment Update.	Discuss	Gregory Wood	10 m
B. April 2024 Financial Update Mr. Wood, CBO, and Ms. Ilyas, Director, Accounting and Finance, will present the April, 2024, Financial Update.	Discuss	Gregory Wood / Arleta Ilyas	10 m
C. Discussion and Vote to Approve the 24-25 Instructional Materials (IMA) Budget Prior to the vote, Greg Wood and Arleta Ilyas will be presenting the 24-25 Instructional Materials (IMA) Budget and answer any questions.	Vote	Gregory Wood	5 m
IV. School Business			7:11 PM
A. Discussion and Vote to Approve the renewal 2024-2025 Food Service Contract with Chartwells Prior to the vote, Mr. Wood, CBO, will be presenting the the renewal 2024-2025 Food Service Contract with Chartwells	Vote	Greg Wood	15 m
B. Discussion and Vote to approve the 2024-2025 Piece of Mind Special Education Services Contract Prior to the vote, Emilie Larew will be presenting the 2024-2025 Piece of Mind Special Education Services Contract and answer any questions.	Vote	Emilie Larew	10 m

	Purpose	Presenter	Time
<p>C. Discuss and Vote Collective LAUSD SELPA Notification Letter</p> <p>Prior to the vote, Mr. Hussey, Executive Director, will present the draft notification letter to LAUSD re: reservation of rights to exit the LAUSD SELPA and answer any questions.</p>	Vote	David Hussey	5 m
<p>D. Discussion on Local Control Accountability Plan (LCAP) 24-25 Proposed Goals and Actions</p> <p>Ms. Clark, Administrative Director, will lead a discussion on Local Control Accountability Plan (LCAP) 24-25 Proposed Goals and Actions ahead of a possible vote to be scheduled for a subsequent board meeting.</p>	Discuss	Minita Clark	30 m
<p>E. Discuss and Approve VAPA Teaching Assistant Position and Salary Table</p> <p>Prior to the vote, Mr. Hussey, Executive Director, will present the VAPA Teaching Assistant Position and Salary Table</p>	Vote	David Hussey	10 m
V. Governance			8:21 PM
<p>A. Discuss Upcoming ECRA Board Community Rep. and Classified Rep. Positions</p>	Discuss	Brad Wright	15 m
VI. Closed Session			8:36 PM
<p>A. Conference with Labor Negotiators</p> <p>Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.</p> <p>Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Roger Scott, Legal Counsel.</p> <p>Employee Organization: United Teachers Los Angeles.</p>	Discuss	David Hussey	30 m
<p>B. Public Employee Discipline/Dismissal/Release (§ 54957)</p> <p>Public employee discipline / dismissal / release pursuant to paragraph (1) of subdivision (b) of Government Code Section 54957.</p> <p>Five (5)</p>	Discuss	David Hussey	30 m

	Purpose	Presenter	Time
C. Conference with Labor Negotiators	Discuss	Brad Wright	5 m
Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Roger Scott, Legal Counsel.			
Unrepresented employees: COO (Chief Operating Officer)			
D. Public Employment	Discuss	David Hussey	15 m
Title: Chief Academic Officer			
VII. Reconvene to Open Session			9:56 PM
A. Report on Actions Taken in Closed Session, If Any	Discuss	Board Chair	5 m
VIII. Closing Items			10:01 PM
A. Adjourn Meeting	Vote	Board Chair	1 m

Coversheet

Approve Minutes of April 25, 2024, Regular Board Meeting

Section: II. Consent
Item: A. Approve Minutes of April 25, 2024, Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board meeting on April 25, 2024

APPROVED



El Camino Real Charter High School

Minutes

Regular Board meeting

April 2024 Board Meeting

Date and Time

Thursday April 25, 2024 at 5:30 PM

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5440 Valley Circle Woodland Hills Ca 91367

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Directors Present

Alexandra Ramirez, Brad Wright, Danielle Centman, Gregg Solkovits, Ronald Laws, Steven Kofahl

Directors Absent

Daniela Lopez-Vargas

Guests Present

Ryan Guinto

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Thursday Apr 25, 2024 at 5:30 PM.

B. Record Attendance and Guests

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

Brad Wright led the Pledge of Allegiance.

D. Public Comments

Ms. Rosie Montague, speaking on behalf of her colleagues at ECR, expressed their need for a financial commitment for their hard work. She highlighted the dedication of teachers who often work outside of regular hours, citing examples such as volunteering at open houses and providing free virtual tutoring sessions.

She emphasized the desire for fair financial compensation, particularly in light of the high cost of living in California. Ms. Montague noted the lack of cost-of-living adjustments in their salaries and advocated for regular raises to ensure teachers can afford basic necessities. She underscored the importance of retaining excellent teachers and called for compensation levels to be at least on par with LAUSD, noting that they were currently behind in this regard.

Ms. Audra Herrera, shared her family's struggle with low income and periods of homelessness, highlighting her parents' hard work to provide her with a better future. She expressed concern about the skyrocketing housing costs in California, which have risen approximately 374% since 2005, making it challenging to afford basic necessities like rent and daycare.

Despite seven years of teaching, her income alone falls short of meeting these expenses. Miss Herrera emphasized her dedication to her role as a teacher at ECR and stressed the importance of a strong financial commitment from the administration to help her achieve the dream of providing her own child with a life free of financial burden, echoing the aspirations her parents had for her.

Ms. Herrera, pointed out the concerning economic factors affecting teachers in California. She highlighted the high inflation rate of 3.5% over the past year and California's ranking as the third highest cost of living state in the country in 2024.

Ms. Herrera highlighted the additional workload teachers undertake beyond their contracted hours, often extending into nights and weekends, while noting the constantly changing nature of their job duties and expectations. Despite these challenges, she remarked on the inadequate pay rates for teachers, which have become a subject of ridicule even in popular culture.

Ms. Herrera lamented that the stipend offered fails to cover even the minimum payments on her student loans, as evidenced by her bank statements. She posed a crucial question: How can educators effectively convey the importance of education and a better future to their students when they witness their teachers struggling financially?

Mr. Manuel Velarde highlighted the significant rise in inflation over the past few years, citing a 25% increase in grocery prices since 2020. He emphasized the financial strain on single-income households and the challenges faced by teachers with master's degrees, who cannot afford to move out of their parents' homes due to high insurance rates and living costs.

Mr. Velarde pointed out the school's focus on attendance and student retention, emphasizing the importance of retaining teachers by providing them with a livable wage. He stressed that teachers leaving due to housing issues negatively impact the community and student morale.

Mr. James De Larme , a veteran social studies teacher, expressed appreciation for the board members' dedication and stressed the need for fair compensation for teachers. He highlighted the trend of talented educators leaving El Camino for better opportunities and emphasized the importance of competitive salaries and benefits in retaining experienced teachers and attracting new talent to ensure a quality learning environment.

Ms. Melissa Harr, expressed her dedication to attending the meeting despite her illness. She shared her personal journey at ECR over the past 8 years, highlighting milestones such as marriage, motherhood, and further education to better serve the students. Melissa emphasized her commitment to ECR, describing it as her second family, and her role as co-chair of her department.

She stressed that her motivation stems from a genuine care for the students' future and her desire to provide opportunities for her own daughter. However, Melissa expressed the financial challenges she faces in maintaining her lifestyle while striving to support her family and fulfill her responsibilities as a teacher.

Ms. Harr passionately advocated for a strong financial commitment from the board to support teachers like herself, who invest their hearts and souls into helping students prepare for the real world. She emphasized that supporting teachers ultimately benefits the students, who in turn contribute positively to the community.

Mr. Albert Vazquez urged the board to take action by giving teachers what they are asking for, not out of appreciation or a sense of entitlement, but because it's the smart thing to do. He acknowledged the potential hesitations based on enrollment projections and financial considerations but emphasized the importance of considering the broader context.

Mr. Vazquez highlighted the challenges teachers face in the current societal landscape, including technological advancements, social media influences, and political climate, which have contributed to a declining appeal of the teaching profession. He cited alarming statistics of teacher turnover rates and emphasized the need to address morale as a crucial factor in retaining high-quality educators.

Asserting his commitment to staying at El Camino, Mr. Vasquez urged the board to invest in teachers like himself and send a clear message to other high-quality educators that El Camino is where they want to be. He urged the board to make an offer that would be irresistible to other teachers, emphasizing the importance of prioritizing morale and creating an environment where teachers feel valued and supported.

Mr. George Borgardt shared his perspective as a teacher deeply involved in various aspects of school life, including teaching multiple classes in the social studies department

and serving on committees such as PBIS and Tech. He also dedicates his time to coaching the softball program, foregoing prep periods to support the team. Highlighting the significant amount of unpaid hours he has devoted to coaching over the past two years, Mr. Boargardt emphasized the sacrifices made by teachers who go above and beyond for their students. He noted that the stipend received for coaching amounts to a mere fraction of the time and effort invested, equating to approximately \$7 an hour or less when calculated.

Expressing the desire for a fair contract and compensation that reflects their level of education, dedication, and passion, Mr. George called for recognition of the contributions made by teachers and coaches to the school and its students.

Ms. Tibor addressed the board, expressing her frustration and disappointment with the handling of a situation involving her daughter and allegations made by Brad Wright, highlighting his unethical behavior and the impact it has had on her family. She recounted her previous testimony before the board in December 2022, where she raised concerns about her daughter being used in an investigation to fire a teacher based on false accusations.

Miss Ally revealed that she and her daughter were served subpoenas by Mr. Wright's attorneys, allegedly in response to their public statements regarding Brad Wright's actions. She refuted Brad's claims and highlighted his unethical conduct, including lying to investigators and sharing inappropriate content on social media platforms.

Ms. Tibor also criticized the board's inaction despite complaints from other parents and staff regarding Brad's behavior. She urged the board to hold Brad accountable for his actions and expressed her willingness to provide detailed testimony to the attorneys.

Ms. Tibor expressed a deep personal connection to the school, having been a student there in the 1980s, with family members also attending. He reminisced about the school's former reputation as a standout institution within the LAUSD, characterized by a strong sense of community among faculty. However, he lamented the loss of that spirit due to internal conflicts and scandals, attributing declining student enrollment partially to these issues. He urged the board to demonstrate respect and transparency by adequately compensating teachers.

Mr. Carlos Monroy, expressed gratitude for being acknowledged as the chapter leader by his colleagues. He emphasized the dedication and compassion of the educators at the school, stressing the importance of financial support for their efforts. Mr. Monroy urged the board to make a morally correct decision by providing adequate compensation to teachers, highlighting their role in creating a nurturing and safe learning environment. He urged the board to heed the message conveyed by the sticker worn by the board chair, advocating for an educator-led charter school model, and emphasized the moral imperative of supporting teachers.

E.

Executive Director Update

Dr. Clark, on behalf of Mr. Hussey, gave the updates highlighting the following:

State testing for SBAC: She announced that the school had achieved a 95% testing rate for the SBAC assessments, expressing gratitude to the teachers, staff, and students for their efforts. **AP testing:** She noted an increase in AP testing this year, with 2105 tests scheduled, thanking teachers and counselors for their support in preparing students.

Field update: Dr. Clark mentioned ongoing work over the weekend to prepare for turf installation starting Monday, with an expected completion date of May 20th.

Powder puff: She informed the attendees about the upcoming Powder Puff event, scheduled for Friday, April 26th, at Calabasas High School, wishing luck to the juniors and seniors.

Senior awards: Dr. Clark then announced the Senior Awards ceremony on Thursday, May 30th, inviting everyone to honor the seniors for their accomplishments over the past four years.

Prom: She shared details about the upcoming prom on Saturday, May 25th, at the Santa Ana race track from 7:30 p.m. to 11:30 p.m. and invited teachers interested in chaperoning to email her.

Graduation & Grad night: Lastly, she mentioned the graduation ceremony set for Friday, June 7th, at 6:00 p.m., followed by Grad Night on Sunday, June 9th.

F. Chief Business Officer Update

Medical premiums, bus services, cafeteria proposals: He mentioned that there would be increases of 4.5-5.5% in **medical premiums** for health benefits starting in October, based on new information and proposals received. Additionally, proposals were being requested for **bus services**, **security**, and **cafeteria** providers to ensure optimal services.

2024-2025 budget: Mr. Wood indicated that the process had begun, with ongoing discussions to inform teachers about it. Textbooks were on the agenda for approval, with the aim of expediting the process to allow for early ordering of approved items by teachers. He mentioned that more information on the budget would be forthcoming, particularly in May, when revised documents from the legislature would outline funding levels for the next year.

G. Board Committees Update

Mr. Wright, reflecting on his personal background as a product of LAUSD and his family's deep involvement in education, expressed his understanding of the financial challenges

faced by teachers. He emphasized his support for both the teachers and the school, acknowledging their value and importance. While recognizing his fiduciary responsibility to ensure job stability, he pledged to work collaboratively to address the needs of the community and the school. Mr. Wright affirmed his commitment to finding solutions to support the teachers and ensure the school's survival, expressing hope that his fellow board members would join him in this endeavor.

H. Board Chair Update

There were no Board chair updates

II. Consent

A. Approve Minutes of March 21, 2024, Regular Board Meeting

Gregg Solkovits made a motion to approve the minutes from Regular Board meeting on 03-21-24.

Steven Kofahl seconded the motion.

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

B. Discuss and Vote on March 2024 Check Registers

Gregg Solkovits made a motion to Approve March 2024 Check Registers.

Steven Kofahl seconded the motion.

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

C. Discussion and Vote on March 2024, Credit Card Charges

Gregg Solkovits made a motion to approve March 2024, Credit Card Charges.

Steven Kofahl seconded the motion.

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

III. Finance

A. March 2024 Investment Update

Mr. Wood, CBO, presented the March, 2024, ECRCHS Investment Update.

OPEB account: Mr. Wood provided an update on the financial status of the account as of March 31st. He reported that the account experienced a 4.5% increase for the first quarter of 2024, outperforming the benchmark by 15.5%. The account balance at the end of March was \$29.9 million from \$25.3 million beginning balance at the end of June last year, reflecting a gain of \$2.9 million.

Contributions of \$220,000 per month had been made, totaling \$1.98 million year-to-date.

Additionally, retiree premiums of \$307,000 had been paid on a year-to-date basis.

Mr. Wood noted that these figures would be used by the actuary to determine the preliminary funding levels of the OPEB account, along with information on new premiums. The final assessment of the account's funding status would be determined in July based on the final investment balance and actuarial calculations.

General account: Mr. Wood provided an update on the general investment account for the first quarter of 2024, noting that it was up 2.3%. The account was up \$7.5 million across all types of investments. However, he mentioned that there had been some market changes since March, leading to a slight reduction in the account balance. As of the most recent update, the balance had decreased to \$29.3 million from its previous level of \$29.9 million.

B. March 2024 Financial Update

Mr. Wood, CBO, and Ms. Ilyas, Director, Accounting and Finance, presented the March, 2024, Financial Update.

Attendance (ADA): Ms. Ilyas provided an attendance comparison for the school, indicating that enrollment as of March was 3,098 students, with an ADA of 2,895. Compared to the previous year, enrollment had decreased by about 300 students.

Mr. Wright inquired about projections for the next year, prompting Mr. Wood to explain that projections must consider factors such as graduating seniors and incoming freshmen. He expressed concern about the potential loss of students and emphasized the need to improve enrollment efforts. He explained that losing 841 seniors but gaining 680 freshmen would result in a net loss of 160 students, equating to a financial loss of over \$2.5 million.

Mr. Wood emphasized the importance of addressing the decline in enrollment through enhanced marketing efforts and strategies to attract more students. He expressed concern about the financial implications of having higher enrollment in 12th grade compared to 9th grade, stressing the need for improvement in enrollment trends. Despite the decrease in enrollment, he noted a positive trend in attendance rates, with the ADA percentage increasing from 93.1% to 93.7%. This indicated that although fewer students were enrolled, a higher proportion of them were attending regularly, which was a positive development for the school..

Cafeteria Update: Ms. Ilyas reported that in March, approximately 35,000 meals were served, generating \$156,000 in revenue. The program incurred expenses totaling \$131,000, resulting in a net income of \$31,377. She explained that any surplus in the cafeteria fund must be reinvested into cafeteria-related expenses, such as kitchen and infrastructure upgrades.

Mr. Wright sought clarification, asking whether the money made from the cafeteria could be used elsewhere. Mr. Wood clarified that the funds were restricted and could only be used for cafeteria-related expenses, such as repairs or upgrades. He mentioned previous investments in cafeteria infrastructure using these funds.

Mr. Wood also noted that the state of California currently supports free meals for all students, but there could be changes in the future, potentially impacting the cafeteria's financial situation. He emphasized the need for budget preparedness in case of such changes.

Mr. Wright emphasized the importance of understanding the purpose of different funds, particularly in relation to teacher salaries.

Mr. Wood reiterated that it's crucial to recognize that these funds are restricted and can only be used for cafeteria-related expenses. He explained that in years when the cafeteria doesn't perform well, general funds may need to be used to support it, potentially impacting individual salaries. Mr. Wood emphasized the one-way nature of the relationship between cafeteria funds and their impact on the budget.

He highlighted the monthly reporting of cafeteria finances to ensure transparency and awareness among stakeholders. Additionally, he mentioned that fund balances, including restricted ones like special education funds, are clearly indicated in quarterly reports to ensure clarity on fund usage restrictions imposed by the state.

P2 Attendance report: Mr. Wood provided an update on the attendance report recently submitted to LAUSD. He explained that the report covers attendance data for the first eight months of the academic year, with the P2 being the basis for state funding. The report includes ADA figures broken down into various categories, including classroom-based, ESY, and summer school ADA.

He stated that they projected to be funded for 2,941 students based on the P2 report, slightly lower than the budgeted figure of 2,956 students. This discrepancy of about 15 students translates to a decline of approximately \$200,000 in budgeted revenue once the state incorporates the report.

He mentioned a potential increase in ADA due to a correction related to a shortened school day, which could add approximately 800 students to the count. However, even with this correction, the budget would still be off by about 15 students from the original projection.

C. Discussion and Vote to approve the 2024-2025 Textbook Budget

Prior to the vote, Greg Wood, CBO, presented the 2024-2025 Textbook Budget.

Mr. Wood outlined the budget process, explaining that the budget packet compiled by Ms. Ilyas included requests from various departments totaling \$566,000 for textbooks.

After review by the finance committee, most requests were approved as submitted.

However, there were two exceptions:

Firstly, the English department's \$54,000 textbook request was conditionally approved pending further details regarding curriculum alignment and educational goals.

Secondly, the Math department's request for \$337,500 in textbooks, primarily for different algebra books, was put on hold. While \$57,000 was approved for exploration purposes, \$50,000 of that was allocated to assess textbooks options until the state budget is finalized.

He emphasized the need for due diligence in selecting textbooks and indicated that more specifics regarding math textbooks would be presented to the board once finalized.

Mr. Wood explained that a placeholder of \$42,884 was allocated to provide administrative flexibility for unforeseen expenses that may arise and were not included in the budget.

This measure was implemented to avoid the need for frequent board approvals for minor expenditures.

When asked by **Mr. Solkovits** about any mandate from the district to acquire new math textbooks, **Mr. Wood** clarified that it's not a district mandate, but rather a state initiative to adopt new standards, curriculum, and textbooks for the math department. He emphasized that the math department is awaiting guidelines for these new textbooks, which will inform their teaching approach and materials. While there is no specific mandate to use particular textbooks, the school aims to explore various options and select the best learning tools through due diligence and investigation.

Gregg Solkovits made a motion to approve the 2024-2025 Textbook Budget.

Alexandra Ramirez seconded the motion.

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

D. Discussion and Vote to Approve the 2022-2023 ECRCHS Tax Returns

Mr. Wood, presented the 2022-2023 ECRCHS Tax Returns

Mr. Wood provided an update on the preparation of the tax returns by the auditors, noting that an extension had been granted until May 15, 2024.

He explained that part of the tax return process involves confirming whether the governing body has been provided with a complete copy of the form before filing, as outlined in item **11a 49:46**.

The presentation of the tax returns to the board fulfills the obligation to the government, ensuring that the board has had the opportunity to review, observe, and ask questions about the document.

A minor correction was made following a meeting with the finance and investment committee, where a typo was identified in the types of services provided. This correction has been addressed by the tax auditors.

The tax return includes salary information, details of board members, officers, highly compensated employees, vendors, independent contractors, and the highest compensated vendors. This information is required as part of the tax return submission. Ronald Laws made a motion to Approve the 2022-2023 ECRCHS Tax Returns. Danielle Centman seconded the motion. The board **VOTED** unanimously to approve the motion.

IV. School Business

A. Discuss and Vote to approve the Proposed 3-Year Contract for Department of Rehabilitation We Can Work

1. Rehabilitation We Can Work

Prior to the vote, Ms. Lenderman, DOTS Coordinator, presented the Proposed 3-Year Contract for Department of Rehabilitation We Can Work

Ms. Lenderman, a transition teacher since 2002, expressed her dedication to her job and her students, referring to the school as her second home. She highlighted a favorite activity of providing paid work experience for students receiving special education services, such as those with learning disabilities or autism.

She sought approval for a three-year contract called "We Can Work," which is a partnership between the school and the Department of Vocational Rehabilitation, a state agency. The contract, totaling \$158,000 for the next three years, would provide up to 100 hours of paid work experience annually for approximately 17 students. The experience could be on campus or in the community, with students earning up to \$1700 over 10 weeks.

Mr. Wright inquired about supervision when students are off-campus.

Ms. Lenderman clarified that managers at the stores where the students work supervise them, while she checks in, monitors, and acts as a liaison between the students and employers. She hand-picks the students, ensures their grades are on track, interviews them, communicates with parents for support, and assists with resumes and interview preparation.

In response to **Mr. Solkovits'** question about liability coverage if a student were to be injured during training, Ms. Lenderman stated that El Camino has liability insurance and workers' compensation, which are provided to the employer along with a letter outlining

her responsibilities and theirs. She confirmed that this coverage is included as part of the contract and is updated annually.

Ms. Lenderman explained that due to the increase in minimum wage over the next few years, a significant portion of the budget goes towards student wages, which ultimately reduces the cost of her salary. Regarding **Mr. Solkovits'** inquiry about ensuring the safety of students, she mentioned that a recent state mandate requires all workers in a workplace where students are employed to undergo fingerprinting. She offered to share information about the places where students are placed if that would help ease the worry.

When **Mr. Laws** asked about the types of jobs students are placed in, Ms. Lenderman stated that they are entry-level positions such as stock roles, with students not typically operating cash registers unless they are scanning items. She emphasized that students are placed in reputable companies, citing examples such as Advance Auto Parts, Walgreens, and Joann Fabrics. While she aims to align student interests with job placements, she prioritizes larger, well-established businesses for safety and stability.

In response to **Mr. Wright's** question regarding liability, Ms. Lenderman confirmed that parents sign permission slips for their children's participation in the program. She ensures that students are not being taken advantage of by regularly communicating with both the students and their managers on a weekly basis, particularly during paycheck distribution every two weeks. If students are fired from their positions, she encourages them to approach her for support and guidance.

Regarding the age of the students, Ms. Lenderman stated that they are typically juniors and seniors, at least 16 years old. However, she also extends the opportunity to students on alternative curriculums, who may be older, up to ages 19, 20, or 21. Most parents of these older students decline participation due to concerns about how it may affect their Social Security Income (SSI) benefits. She reiterated that the program primarily serves special education students who must have documentation of a learning disability, an IEP, or a 504 plan.

Mr. Solkovits expressed concerns about ensuring that staff working with students in the program are not sex offenders, emphasizing the potential legal and safety ramifications. Ms. Lenderman reassured him that prioritizing student safety is paramount and indicated that she and her supervisor are actively seeking clarification on this issue from LA Unified Workability, with whom they have collaborated for decades.

In response to **Mr. Wright's** inquiry about alternative options if certain employers refuse to comply with safety measures, Ms. Lenderman suggested on-campus work opportunities during non-instructional hours or even during instructional hours for seniors not receiving academic credit. This approach would involve monitoring students' activities to ensure their safety.

Top of Form

Brad Wright made a motion to approve the Proposed 3-Year Contract for Department of Rehabilitation We Can Work.

Steven Kofahl seconded the motion.

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

B. Discuss and Vote to approve LAUSD Police Services to provide One (1) School Police Officer for Fiscal Year 2024-2025

Prior to the vote, Mr. Wood presented to approve LAUSD Police Services to provide One (1) School Police Officer for Fiscal Year 2024-2025.

Mr. Wood provided an update regarding questions raised in the previous meeting regarding the service levels of a school police officer assigned to the campus. He mentioned that, in response to the board's concerns, he and Mr. Hussey contacted the head of the LAUSD school police for clarification.

They learned that for the four days when the campus will be serviced by the LAUSD police, the school can select the day with the least impact. Additionally, there were concerns about the coverage during 10-hour days, particularly during peak traffic times at 7:30 am. However, they were assured that the school police officer would be available during these times once the officer is identified.

Gregg Solkovits made a motion to approve LAUSD Police Services to provide One (1) School Police Officer for Fiscal Year 2024-2025.

Steven Kofahl seconded the motion.

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

C. Discuss Allowance of Attendance Due to Emergency Conditions - August 21st, 2023

Mr. Wood, Executive Director, presented the allowance of attendance due to Emergency Conditions for August 21st, 2023.

Mr. Wood provided an update regarding the approval received for submitting a relief for attendance due to conditions on campus. The earlier day, August 21st, which the school had to close, was approved by LAUSD and the state. Although this resulted in the school year having 179 days instead of the required 180, it still meets the required number of days. However, it is crucial to submit the form to auditors to ensure compliance with the state's requirement for the total number of minutes in the school year.

He also mentioned that the school is awaiting approval for the second J-13A form, as they experienced a loss of over 800 students on a normal day. This form is expected to be processed in the coming month or two.

V. Reconvene to Open Session

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

Reconvened at 7PM. Board has nothing to report.

VI. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to Adjourn Meeting.

Alexandra Ramirez 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 7:07 PM.

Respectfully Submitted,
Ryan Guinto

Coversheet

Discuss and Vote on April 2024 Check Registers

Section: II. Consent
Item: B. Discuss and Vote on April 2024 Check Registers
Purpose: Vote
Submitted by:
Related Material: II.B - ASB Register - April 2024.pdf
II.B - General Register - Apr 2024.pdf
II.B - Checking Register.pdf
II.B - ASB Trust Balance - April 2024.pdf
II.B - Vendor YTD - April 2024.pdf

Check Register

Account: 1826 ASB
 El Camino Real HS
 April 2024

Grand Total: \$ 59,082.73

Date	Check Number	Name	Memo	Trust Account	Amount	Period	VOID
4/17/2024	2486	Picture Perfect Graphics	4244 Jersey's for powder puff 04/17/2024	ASB General	\$ 1,962.00	Apr 2024	
4/19/2024	2487	Countdown Printables	PO10288 TRUST ATHLETIC GEAR 04/15/2024	Baseball	\$ 3,233.10	Apr 2024	
4/19/2024	2488	Ethan Norof	ECR Baseball Tournament 2/24/2024 Sierra v Hart JV	Baseball	\$ 89.00	Apr 2024	
4/19/2024	2489	Deny Sportswear	inv 2244 plaque	Boys Soccer	\$ 163.92	Apr 2024	
4/22/2024	2490	Deny Sportswear	2435 Banquet Awards - Boys Soccer	Boys Soccer	\$ 390.81	Apr 2024	
4/23/2024	2491	Jodi Borenstein	cpr training	ASB General	\$ 37.00	Apr 2024	
4/23/2024	2492	Lynsey R Shano	Supplies for Conference	ASB General	\$ 132.98	Apr 2024	
4/23/2024	2493	Woodland Hills Country Club	Balance of Soccer Banquet - Pasta Buffet and Venue rental and set up for 100 people	Girls Soccer	\$ 3,981.15	Apr 2024	
4/25/2024	2494	Grand G&G Inc.	inv 93828 Student Store Inventory	ASB General	\$ 2,023.65	Apr 2024	
4/26/2024	2496	Mark Cavarretta	4/27/2024 ECR Baseball Tournament Castaic v ECR JV	Baseball	\$ 89.00	Apr 2024	
4/26/2024	2497	Kevin Farr	4/27/2024 ECR Baseball Tournament Castaic v ECR Var	Baseball	\$ 98.00	Apr 2024	
4/26/2024	2498	Steven Montalvo	4/27/2024 Frosh Baseball	Baseball	\$ 89.00	Apr 2024	
4/26/2024	2499	Steven Montalvo	4/27/2024 Frosh Baseball Official Game #2	Baseball	\$ 89.00	Apr 2024	
4/2/2024	2787	Harrow Sports, Inc. (Next Level Resource Partners, LLC)	617248 Staff/Coaches Jackets 01/08/2024	Football	\$ -	Apr 2024	Voided
4/3/2024	2788	MG Express Inc.	PO10605 Field Trip ROTC to Ramona HS	NJROTC	\$ 2,700.00	Apr 2024	
4/3/2024	2789	Daniel De Luna	PO10822 March Colorguard coaching and Choreography	Drill Team	\$ 800.00	Apr 2024	
4/3/2024	2790	Michael Jeff	PO10821 March Indoor Percussion Instruction	Band	\$ 1,100.00	Apr 2024	
4/3/2024	2791	Jared Allan Hocson Manuel	PO10823 March Colorguard Choaching	Drill Team	\$ 150.00	Apr 2024	
4/3/2024	2792	Grant A. Horn	30242 March indoor percussion coaching	Band	\$ 1,300.00	Apr 2024	
4/3/2024	2793	BSN Sports, LLC	Spirit Pack - Shirts & Shorts	Football	\$ 3,518.82	Apr 2024	
4/3/2024	2794	Harrow Sports, Inc. (Next Level Resource Partners, LLC)	617248 Staff/Coaches Jackets 01/08/2024	Football	\$ -	Apr 2024	Voided
4/4/2024	2795	Harrow Sports, Inc. (Next Level Resource Partners, LLC)	617248 Staff/Coaches Jackets 01/08/2024	Football	\$ 1,500.97	Apr 2024	
4/4/2024	2796	Grand G&G Inc.	inv 93061 Student Store Inventory	ASB General	\$ 1,638.22	Apr 2024	
4/5/2024	2797	Conrad Sun LLC (Ren Athletics)	5140 Boys Volleyball: 2024 JV/V Uniforms	Boys Volleyball	\$ 4,193.33	Apr 2024	
4/5/2024	2798	Conrad Sun LLC (Ren Athletics)	5149 Girls Beach Volleyball - Uniforms 2024	Girls Volleyball	\$ 688.64	Apr 2024	
4/9/2024	2799	CA Association of Directors of Activities	PO10773 cada student council invoice 04092024	ASB General	\$ 525.00	Apr 2024	
4/9/2024	2800	Impact Cheer & Tumbling	PO10886 IMPACT CHEER COACHING 04/08/2024	Cheer	\$ 1,350.00	Apr 2024	
4/4/2024	2801	BSN Sports, LLC	inv 925023545 Player backpacks	Football	\$ 838.40	Apr 2024	
4/4/2024	2802	LOC Enterprises LLC	inv 105 LOC Air Pink goalie gloves	Girls Soccer	\$ -	Apr 2024	Voided
4/9/2024	2803	German Hernandez	PO10862 Boys Soccer - Banquet Food 04/04/2024	Boys Soccer	\$ 1,420.90	Apr 2024	
4/9/2024	2804	Jason Grider	Banquet food	Boys Soccer	\$ 295.63	Apr 2024	
4/10/2024	2805	Ken Ashford	PO10903 ECR Baseball Tourney Official 4/6/2024 Sierra v. Burbank Var	Baseball	\$ 98.00	Apr 2024	
4/10/2024	2806	Bob Paredes	PO10904 ECR Baseball Tourney Official 4/6/2024 Sierra v. Burbank Var	Baseball	\$ 98.00	Apr 2024	
4/11/2024	2807	Matthew Wright	ROYAL REGIMENT MILEAGE SEPT-NOV 23	Band	\$ 286.50	Apr 2024	
4/12/2024	2808	George Borgardt	PO10940 Reimbursement For Softball Tournament	Softball	\$ 86.18	Apr 2024	
4/12/2024	2809	Porter Valley Country Club	IQBEC -00107 ECRCHS CHEER BANQUET FINAL PAYMENT	Cheer	\$ 3,206.08	Apr 2024	
4/15/2024	2810	Grand G&G Inc.	inv 93466 Student Store Inventory	ASB General	\$ 3,001.60	Apr 2024	
4/23/2024	2811	Jesus Contreras	Senior night for boys/girls lacrosse	Boys Lacrosse	\$ -	Apr 2024	Voided
4/25/2024	2812	Monte Murray	PO10951 ECR Baseball Tournament 4/13/2024 Saugus v Narbonne Var	Baseball	\$ 98.00	Apr 2024	
4/26/2024	2813	Juan Piedra	PO10947 ECR Baseball Tournament 4/13/2024 Castaic v Burroughs JV	Baseball	\$ 116.00	Apr 2024	
4/26/2024	2814	Eddie Hwang	PO10981 ECR Baseball Tournament Saugus v El Segundo JV	Baseball	\$ 89.00	Apr 2024	
4/26/2024	2815	Ray Lombardo	PO10950 ECR Baseball Tournament 4/13/2024 Saugus v Narbonne Var	Baseball	\$ 98.00	Apr 2024	
4/26/2024	2816	Bob Paredes	PO10980 ECR Baseball Tournament 4/20/2024 Poly v Quartz Hill JV	Baseball	\$ 89.00	Apr 2024	
4/26/2024	2817	Ralph Peck	PO10949 ECR Baseball Tournament 4/13/2024 Poly v El Segundo Varsity	Baseball	\$ 98.00	Apr 2024	
4/25/2024	2818	Jesus Contreras	Senior night for boys/girls lacrosse	Boys/Girls Lacrosse	\$ 426.87	Apr 2024	

Check Register

Account: 1826 ASB

El Camino Real HS

April 2024

Grand Total: \$ 59,082.73

Date	Check Number	Name	Memo	Trust Account	Amount	Period	VOID
4/26/2024	2819	Pacifica HS NJROTC	INV 100 NJROTC Military Ball	NJROTC	\$ 10,741.45	Apr 2024	
4/26/2024	2820	Sly Graphics Corp	INV 10130 Ballon Arc for pep rally	ASB General	\$ 349.68	Apr 2024	
4/26/2024	2821	Zach Kozek	4/27/2024 ECR Baseball Tournament Castaic v ECR Var	Baseball	\$ 116.00	Apr 2024	
4/26/2024	2822	NASSP	FIN #52-6006937 Membership 2023-2024	Baseball	\$ 385.00	Apr 2024	
4/26/2024	2823	Deny Sportswear	Girls Water Polo Plaques	Girls Water Polo	\$ 160.58	Apr 2024	
4/26/2024	2824	Veronica Ocana	INV 2443 PE clothes	ASB General	\$ 2,852.69	Apr 2024	
4/26/2024	2825	Countdown Printables	INV 31403-7 Boys Soccer - Spirit Pack	Boys Soccer	\$ 71.77	Apr 2024	
4/26/2024	2826	Ameci Pizza	6989 Powderpuff Pizza 4/26/24	ASB General	\$ 346.74	Apr 2024	
4/29/2024	2827	Ray Allen Holt	PO10948 ECR Baseball Tournament 4/13/2024 Poly v El Segundo Varsity	Baseball	\$ 116.00	Apr 2024	
4/30/2024	2828	LOC Enterprises LLC	inv 105 LOC Air Pink goalie gloves	Girls Soccer	\$ 900.00	Apr 2024	
4/30/2024	2830	Alyssa Lee	Boys Volleyball: Senior Night	Boys Volleyball	\$ 853.07	Apr 2024	

Check Register

Account: 1761 General

El Camino Real HS

Apr 2024

Grand Total \$ 724,236.76

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account
4/1/2024	ACH240401-01	PenServ Plan Services	403(B) Funding 03/16/24 - 03/31/24	\$ 32,660.39	Apr 2024	General Operations	403B
4/18/2024	ACH240418-01	PenServ Plan Services	403(B) Funding 04/01/24 - 04/15/24	\$ 1,141.29	Apr 2024	General Operations	403B
4/9/2024	ACH240409-01	PPLSI	LEGALSHIELD - APR 24	\$ 165.60	Apr 2024	General Operations	Benefits
4/8/2024	ACH240408-01	CharterSafe	CHARTERSAFE - MAR/APR 2024	\$ 115,956.00	Apr 2024	General Operations	Insurance
4/19/2024	ACH240419-01	Texas Life Insurance Company	SM0F6Z20220714001 Supplemental Life insurance 3/15/24	\$ 658.41	Apr 2024	General Operations	Benefits
4/19/2024	ACH240419-02	U.S. Bank National Association (OPEB)	OPEB PAYMENT - APR 2024	\$ 220,000.00	Apr 2024	General Operations	Benefits
4/19/2024	ACH240419-03	Self Insured Schools of California	SISC HEALTH - APR 2024	\$ 349,847.54	Apr 2024	General Operations	Benefits
4/26/2024	ACH240426-01	Employment Development Department	Q1 SUI 2024	\$ 2,726.93	Apr 2024	General Operations	SUI
4/29/2024	ACH240429-01	PPLSI	LEGALSHIELD - MAY 2024	\$ 165.60	Apr 2024	General Operations	Benefits
4/29/2024	ACH240429-02	California Department of Tax & Fee Administration	CDTFA - Q1 2024	\$ 915.00	Apr 2024	General Operations	Fees

**Excludes payment amount towards retiree benefits paid by Investment Account	certificated	\$ 41,382.87
	classified	\$ 9,057.07

Check Register

Account: 1796 Checking

El Camino Real HS

Apr 2024

Grand Total \$ 941,068.26

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account	VOID
4/2/2024	19128	Pat Bresnahan	INV 00067 - Def Maintenance: Roof Gutter Cleaning	4,500.00	Apr 2024	General Operations	Repairs	
4/2/2024	19129	Los Angeles School Police Department	Los Angeles School Police Dept Inv#1053	921.33	Apr 2024	General Operations	Security	
4/2/2024	19130	Cascade Athletic Supply Co Inc	Softball Inv#276137 03/26/2024	189.69	Apr 2024	General Athletics	Non Instructional Supplies	
4/2/2024	19131	Michael Clarke	PO10803 ECR Baseball Mira Costa HS Frosh	89.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/2/2024	19132	Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP)	Invoice #21535539 dtd 03/19/2024	7,705.28	Apr 2024	General Operations	Legal	
4/3/2024	19133	MG Express Inc.	2414 VAPA Color guard bus Trip	3,600.00	Apr 2024	Scholastic Groups	Field Trips	
4/3/2024	19134	Chartwells Division Services	4034900173 CCR Retreat Breakfast 3/19/2024	43.50	Apr 2024	General Academic	Non Instructional Materials	
4/3/2024	19135	Chartwells Division Services	4034900174 VAPA Department retreat 3/20/2024	79.00	Apr 2024	General Academic	Non Instructional Materials	
4/3/2024	19136	Wall Brothers Construction, Inc.	PO10672 Run speaker wires for the Visitor Side Football Field Bleachers	10,000.00	Apr 2024	General Operations	Capital Equipment	
4/3/2024	19137	Joseph Conte	PO10838 Varsity Softball Official 4/3/2024	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/3/2024	19138	John Dall	PO10839 Varsity Softball Official 4/3/2024	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/3/2024	19139	Centobene, Maryann	PO10841 Boys Volleyball Official 4/3/2024 JV & Var	144.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/3/2024	19140	Rajan Dosaj	PO10842 Boys Volleyball Official 4/3/2024 JV & Var	143.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/3/2024	19141	Anthony Russell	JV Softball Official 4/3/2024	89.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/3/2024	19142	SOS Survival Products, Inc.	emergency food and water for classrooms and emergency bin	7,717.76	Apr 2024	General Operations	Operations Supplies	
4/3/2024	19143	Jones School Supply Co Inc	iNVOICE-2052260	114.36	Apr 2024	General Academic	Non Instructional Materials	
4/4/2024	19144	Corner Bakery	2736360 make payable to 'Best Cafe Enterprise'	624.50	Apr 2024	General Operations	Non Instructional Materials	
4/4/2024	19145	Best Cafe Enterprises, LLC	2736360 four counseling parent meeting	624.50	Apr 2024	General Operations	Non Instructional Supplies	
4/4/2024	19146	The AmGraph Group	17502011 Permit Fee CLPB	2,700.00	Apr 2024	General Operations	Non Instructional Consulting	
4/4/2024	19147	Wes Charek (Wespower Electrical, Inc.)	inv 2493 cafeteria electrical work	7,125.84	Apr 2024	Cafeteria	Repairs	
4/4/2024	19148	WM Corporate services, INC	01/24 inv 0631446-4801-9 Waste Management Services on Shoup	459.96	Apr 2024	General Operations	Utilities	
4/4/2024	19149	Mutual of Omaha	04/24 INV# 001674470928 Voluntary Disability Insurance	1,532.37	Apr 2024	General Operations	Benefits	
4/4/2024	19150	Cornerstone Team Sports, Inc.	inv 4534 Track and Field Hydration	165.00	Apr 2024	General Athletics	Non Instructional Supplies	
4/4/2024	19151	WM Corporate services, INC	03/24 inv 0647053-4801-5 Waste Management Services on Shoup	440.75	Apr 2024	General Operations	Utilities	
4/4/2024	19152	SoCalGas	03/24 Gas Charges for Shoup Acct 163 513 3769 2	20.99	Apr 2024	General Operations	Utilities	
4/4/2024	19153	Afolabi, Muideen	Girls Lacrosse Official 4/4/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19154	Jose Casas	Girls Lacrosse Official 4/4/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19155	Roger Nelson	PO10846 Var Baseball Official 4/5/2024	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19156	Chris Levenson	PO10845 Varsity Baseball Official 4/5/2024	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19157	Becker, Craig	PO10844 Boys Volleyball Official 4/5/2024 JV & Var	144.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19158	Kevin Meyer	PO10853 JV Softball Official 4/5/2024	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19159	Donna Wood	PO10867 Boys Volleyball Official 4/5/2024 JV & Var	143.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/4/2024	19160	Granada Hills Charter High School	PO10868 Field Permit #15525	244.00	Apr 2024	General Athletics	Rentals	
4/5/2024	19161	Jersey Mike's (MAC SUBS, Inc)	1157 Counseling Department Retreat 04/05/2024	233.25	Apr 2024	General Academic	Non Instructional Materials	
4/5/2024	19162	The Home Depot Commercial Account	Tax for inv#6515355	1.74	Apr 2024	General Academic	Instructional Materials	
4/5/2024	19163	Moxie Road, Inc (Five Star Painting of Woodland Hills)	10827-3 final pmt Capital Improvements: Media Center Painting	12,033.35	Apr 2024	General Operations	Capital Upgrades	
4/5/2024	19164	Henry Rosales	Feb and March Gardening Invoice for Shoup	2,000.00	Apr 2024	General Operations	Non Instructional Consulting	
4/5/2024	19165	Southern California Journalism Education Association	JEA Entry	375.00	Apr 2024	Scholastic Groups	Fees	
4/5/2024	19166	CCIDM Inc.	PO10766 Band 28' Trailer Rental for 3-23-24 & 3-24-24	1,300.00	Apr 2024	Scholastic Groups	Rentals	
4/8/2024	19167	Granada Hills Charter High School	PO10872 Permit For Track Meet 3/21/2024	510.25	Apr 2024	General Athletics	Rentals	
4/8/2024	19168	Courtney Birnbaum	PO10874 Girls Lacrosse Official 4/1/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/8/2024	19169	Irene Paez	CCSA Conference 3/19-3/20/2024	143.56	Apr 2024	General Operations	Mileage	
4/8/2024	19170	Esther Yanez	INV 1050 BALLOONS SENIOR AWARDS 04/03/2024	195.00	Apr 2024	General Academic	Non Instructional Materials	
4/8/2024	19171	Esther Yanez	1049 SENIOR ADMIT CELEBRATION BALLOONS	205.00	Apr 2024	General Academic	Non Instructional Materials	
4/8/2024	19172	Jackson Lewis P.C.	Inv #8477101 dtd 03/26/2024	930.00	Apr 2024	General Operations	Legal	
4/8/2024	19173	Las Virgenes Unified School District (Agoura High School)	PO10818 Tara Davis Invitational Track Meet.	120.00	Apr 2024	General Athletics	Fees	
4/8/2024	19174	Mitchell R Cohen	4435B Relay Apparel Thousand oaks Invitational T-Shirts for Athletes.	154.80	Apr 2024	General Athletics	Non Instructional Supplies	
4/8/2024	19175	Roth Staffing Companies, LP	Invoice #16141070 dtd 03/24/24	1,349.60	Apr 2024	General Operations	Non Instructional Consulting	
4/8/2024	19176	Kirk A West	PO10888 Boys Volleyball Official 4/8/2024 JV & Var	144.00	Apr 2024	General Athletics	Non Instructional Consulting	

Check Register

Account: 1796 Checking

El Camino Real HS

Apr 2024

Grand Total \$ 941,068.26

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account	VOID
4/8/2024	19177	Lee Barnathan	PO10887 Boys Volleyball Official 4/8/2024 JV & Var	143.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/9/2024	19178	Afolabi, Muideen	PO10873 Girls Lacrosse Official 4/1/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/9/2024	19179	Dan's Super Subs Inc.	PO10892 World History Retreat for 04/10/2024	112.60	Apr 2024	General Academic	Non Instructional Materials	
4/9/2024	19180	Herff Jones LLC	1210465 Diplomas for graduates 2024	2,712.11	Apr 2024	General Academic	Non Instructional Materials	
4/9/2024	19181	California FCCLA	PO10237 CTEIG Grant	475.00	Apr 2024	CTE	Other Services	
4/9/2024	19182	Marriot Riverside Hotel	PO10720 HOTEL FOR 2024 FCCLA CALI STATE LEADERSHIP COMP	3,669.30	Apr 2024	CTE	Other Services	
4/9/2024	19183	Figdesign Inc	3586 Fig Design Printing 04/09/2024	26.29	Apr 2024	General Operations	Marketing	
4/9/2024	19184	Birmingham Community Charter High School	PO10814 BIRMINGHAM COMMUNITY CENTER 03/27/2024	325.00	Apr 2024	General Athletics	Rentals	
4/9/2024	19185	Joshua Lorimer	PO10901 Boys Lacrosse Official 4/8/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/9/2024	19186	Nelson Bae	PO10900 Boys Lacrosse Official 4/8/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/9/2024	19187	Los Angeles County Tax Collector	SECURED PROP TAX FOR FY 23-24 - SHOUP 2ND INSTALLMENT	26,083.08	Apr 2024	General Operations	Taxes	
4/9/2024	19188	AT&T 6340	24-Feb 818 888-6340 249	310.85	Apr 2024	General Technology	Communications	
4/9/2024	19189	AT&T 0810	24-Feb 818 716-0810 246	0.00	Apr 2024	General Technology	Communications	Voided
4/9/2024	19190	SoCalGas	01/24 Gas Charges for Shoup Acct 163 513 3769 2	22.81	Apr 2024	General Operations	Utilities	
4/9/2024	19191	AWS	01/24 inv 1573658793 Amazon Web Services	1,334.71	Apr 2024	General Technology	Subscriptions	
4/9/2024	19192	AWS	02/24 inv 1611238373 Amazon Web Services	1,527.73	Apr 2024	General Technology	Subscriptions	
4/9/2024	19193	AT&T 8815	24-Feb 818 884-8815 516	0.00	Apr 2024	General Technology	Communications	Voided
4/9/2024	19194	Paragon MSP LLC	November 2023 inv INV-003082 Network Consulting Services	3,125.00	Apr 2024	General Technology	Non Instructional Consulting	
4/9/2024	19195	Roth Staffing Companies, LP	16138491 Invoice #16138491 dtd 3/22/24	1,079.68	Apr 2024	General Operations	Non Instructional Consulting	
4/9/2024	19196	Corinne Brennan	Reimbursement	400.00	Apr 2024	General Academic	Fees	
4/10/2024	19197	Ryan Guinto	Bassett Sales showroom visit	29.08	Apr 2024	General Operations	Mileage	
4/10/2024	19198	Corinne Brennan	Reimbursement for arrangement purchase	180.00	Apr 2024	General Academic	Instructional Materials	
4/10/2024	19199	Chatsworth High School	PO10908 West Valley League Cross Country medic Exp. 11/9/2023 Inv#24-003	100.00	Apr 2024	General Athletics	Fees	
4/11/2024	19200	John A. Pinelo Sr.	Installation of new 32 cameras in the main building and 8 environmental sensors	7,665.13	Apr 2024	General Technology	Non Instructional Consulting	
4/11/2024	19201	Jose Casas	PO10925 Girls Lacrosse Official 4/11/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/11/2024	19202	Alexis Cheney	PO10929 Girls Lacrosse Official 4/11/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/11/2024	19203	Granada Hills Charter High School	Inv# 728 Dual Meet Timing Check payable to Granada Hills HS	400.00	Apr 2024	General Athletics	Fees	
4/11/2024	19204	Craig Frazier	PO10935 Varsity Baseball Official 4/11/2024	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/11/2024	19205	Larry Crino	PO10934 Varsity Baseball Official 4/11/2024	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/11/2024	19206	Verizon Wireless	06/23-07/23,09/23,11/23-01/24,03/24 INV# 9958582966 Communication Services	4,675.40	Apr 2024	General Technology	Communications	
4/11/2024	19207	ICON School Management	04/24 INV# 1637 Charter School Consulting	7,000.00	Apr 2024	General Operations	Business	
4/12/2024	19208	RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	03/29/24 403(B) Plan 2563-4428 Charles Schwab	4,925.00	Apr 2024	General Operations	Benefits	
4/12/2024	19209	AT&T (CALNET)	07/23, 11/23, 01/24, 03/24 INV#000021445607 BAN#9391080024 Phone Line	116.01	Apr 2024	General Technology	Communications	
4/12/2024	19210	Spectrum Enterprise 7801	06/23,07/23,10/23, 03/24 Inv# 128697801030124 Acct#086084201 Enterprise Fiber line	1,985.61	Apr 2024	General Technology	Communications	
4/12/2024	19211	AT&T (CALNET)	11/23,01/24, 03/24 INV#000021445608 BAN#9391080026 Phone Line	133.35	Apr 2024	General Technology	Communications	
4/12/2024	19212	AT&T (CALNET)	11/23, 01/24, 03/24 INV# 000021445609 BAN#9391080027 Phone Line	89.14	Apr 2024	General Technology	Communications	
4/12/2024	19213	AT&T (CALNET)	11/23, 01/24 03/24 INV# BAN#9391080076 Phone Line	92.12	Apr 2024	General Technology	Communications	
4/12/2024	19214	L.A. City Dept. of Recreation And Parks	PO10893 inv 4721 LACDRP 04/08/2024	699.00	Apr 2024	General Athletics	Rentals	
4/12/2024	19215	Simi Valley High School	1947068 SoCal Frosh/Soph Championships	600.00	Apr 2024	General Athletics	Fees	
4/12/2024	19216	The Cleaning Company Inc. (Squeaky Cleaning)	Gym Floor Cleaning Inv#3933	395.00	Apr 2024	General Athletics	Repairs	
4/15/2024	19217	AT&T 0810	10/23, 12/23,03/24,24-Apr 818 716-0810 246	1,334.73	Apr 2024	General Technology	Communications	
4/15/2024	19218	AT&T 8815	10/23,03/24,24-Apr 818 884-8815 516	1,500.53	Apr 2024	General Technology	Communications	
4/15/2024	19219	AT&T 6340	09/23-11/23, 24-Mar 818 888-6340 249	979.91	Apr 2024	General Technology	Communications	
4/15/2024	19220	AT&T 9221	24-Mar 818 887-9221 130	2,078.43	Apr 2024	General Technology	Communications	
4/15/2024	19221	Savage, Adam	PO10954 Boys Lacrosse Official 4/15/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/15/2024	19222	Freddie Alexander	Boys Lacrosse Official 4/15/2024	96.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/15/2024	19223	Ric Collingwood	4/10 & 4/12/2024 JV Softball Official	196.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/15/2024	19224	Rajan Dosaj	Boys Volleyball 4/15/2024 JV & Var	143.00	Apr 2024	General Athletics	Non Instructional Consulting	

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4/15/2024	19225	Jeff Porter	4/15/2024 Boys Volleyball Official JV & Var	144.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/15/2024	19226	Los Angeles County Sheriffs Department	Final Payment \$160 Case:21CHLC04993	160.00	Apr 2024	General Operations	Garnishments	
4/16/2024	19227	Old New York & Deli Bakery Co., Inc	11th Grade English Retreat 4/16/24	144.03	Apr 2024	General Academic	Non Instructional Materials	
4/16/2024	19228	Gardena Valley News	2022-2023 King's Courier Printing	901.60	Apr 2024	General Academic - Scholastic Groups	Non Instructional Materials	
4/16/2024	19229	Gardena Valley News	INV 33945 King's Courier Printing	902.72	Apr 2024	General Academic - Scholastic Groups	Non Instructional Materials	
4/16/2024	19230	Gardena Valley News	NV 34253 King's Courier Printing	925.63	Apr 2024	General Academic - Scholastic Groups	Non Instructional Materials	
4/16/2024	19231	Gardena Valley News	INV 34610 King's Courier Printing	925.63	Apr 2024	General Academic - Scholastic Groups	Non Instructional Materials	
4/16/2024	19232	White's Studios, Inc.	INV 612931 ID card blanks	248.15	Apr 2024	General Academic	Non Instructional Materials	
4/16/2024	19233	NASSP	FIN #52-6006937 Membership 2023-2024	0.00	Apr 2024	General Academic	Subscriptions	Voided
4/16/2024	19234	Gopher	IN349178 PE Equipment - Spring 24 03/14/2024	1,959.32	Apr 2024	General Academic	Instructional Materials	
4/16/2024	19235	Valley High School and Learning Cetner, Inc.	DUBNOFF -JAN 2024	1,644.18	Apr 2024	Special Ed	Instructional Consulting	
4/17/2024	19236	Dan's Super Subs Inc.	4/17/24 Flex Program retreat	111.40	Apr 2024	General Academic	Non Instructional Materials	
4/17/2024	19237	Mike Venarde	4/17/2024 Official Var Softball	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/17/2024	19238	John Rayburn	4/17/2024 Var Softball Official	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/17/2024	19239	Kevin Farr	4/17/2024 Var Baseball Official	0.00	Apr 2024	General Athletics	Non Instructional Consulting	Voided
4/17/2024	19240	Larry Crino	4/17/2024 Var Baseball Official	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/17/2024	19241	Doris Motherspaw	4/10/2024 & 4/17/2024 Swim Meet Official	274.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/18/2024	19242	Katelyn Crane	INV 10916 Women's History month speaker	1,000.00	Apr 2024	General Academic	Non Instructional Consulting	
4/18/2024	19243	Dan's Super Subs Inc.	04/18/24 CTE Retreat	94.00	Apr 2024	CTE	Non Instructional Materials	
4/18/2024	19244	Valley High School and Learning Cetner, Inc.	DUNOFF - FEB 2024	519.20	Apr 2024	Special Ed	Instructional Consulting	
4/18/2024	19245	Phase II Systems (Public Agency Retirement Services - PARS)	PARS ARS Fees 01/24-04/24	1,492.11	Apr 2024	General Operations	Benefits	
4/18/2024	19246	Bill Ferrell Co.	37777 Installation of steel deck platforms for theatre musical. Rental of legs for platforms	1,320.00	Apr 2024	General Academic - Scholastic Groups	Rentals	
4/18/2024	19247	Luz Maria Herrera Aguilera	0928 Workshop for Padres Latinos	1,250.00	Apr 2024	ESSER III - RISE	Non Instructional Materials	
4/18/2024	19248	Scholastic, Inc	INV M7475434 ELD Magazines for 2024 Action magazine.	494.18	Apr 2024	Title I	Instructional Materials	
4/18/2024	19249	ProjectRISEmusic.com LLC	276588 Show music and notation files	2,750.00	Apr 2024	General Academic	Instructional Materials	
4/19/2024	19250	LA Party Rents, Inc.	0000123425 chairs for graduation ceremony	4,340.56	Apr 2024	General Operations	Rentals	
4/19/2024	19251	School Nurse Supply	0975734-IN 0975730-IN	792.25	Apr 2024	General General Operations	Non Instructional Materials	
4/19/2024	19252	Eric Choi	Reimbursement	212.00	Apr 2024	General Athletics	Non Instructional Materials	
4/19/2024	19253	Jules Seltzer Associates	inv 235689 Collaboration Spaces Partition for the Library	9,165.00	Apr 2024	General Operations	Capital Upgrades	
4/19/2024	19254	Cintas Corporation No. 2 (Cintas Fire Protection)	04/24 inv 0F19169674 quarterly fire equipment monitoring service	207.00	Apr 2024	General Operations	Rentals	
4/19/2024	19255	Roth Staffing Companies, LP	dtd 3/10/24 ULTIMATE STAFFING - LEDGENT	1,430.58	Apr 2024	General Operations	Non Instructional Consulting	
4/19/2024	19256	College Board	CV-8187-1103-1174 Conference for Administrator.	750.00	Apr 2024	General Operations	Conference	
4/19/2024	19257	Andrew Goldstein	JV Softball Official 4/19/2024	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19258	SoCalGas	02/24 Gas Charges for Shoup Acct 163 513 3769 2	23.53	Apr 2024	General Operations	Utilities	
4/22/2024	19259	The Print Spot	inv 7800 Open House Mailer	2,613.33	Apr 2024	General Operations	Non Instructional Supplies	
4/22/2024	19260	The Print Spot	inv 7661 Emergency Supplies	1,837.50	Apr 2024	General Operations	Non Instructional Supplies	
4/22/2024	19261	West Music Company, Inc DBA Percussion Source	INV SI2391792 Percussion Supplies	275.21	Apr 2024	Arts/Music Block Grant	Instructional Materials	
4/22/2024	19262	LADWP	24-Jan 6968788886 Shoup Utilities	3,882.81	Apr 2024	General Operations	Utilities	
4/22/2024	19263	Kirk A West	Varsity Softball Official 4/22/2024	0.00	Apr 2024	General Athletics	Non Instructional Consulting	Voided
4/22/2024	19264	Ray Allen Holt	Varsity Softball Official 4/22/2024	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19265	Eduardo Galan	JV Baseball Official 4/22/2024	107.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19266	Kirk A West	Varsity Softball Official 4/22/2024	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19267	Youth Communication New York Center, Inc.	PO10836 Real as Me: Curriculum Guide	55.00	Apr 2024	General Academic	Instructional Materials	
4/22/2024	19268	U.S Bank PARS Account #6746022400	PARS Contributions for March 2024	3,293.08	Apr 2024	General Operations	Benefits	
4/22/2024	19269	AFSCME District Council 36	Union Dues 03/2024	1,882.60	Apr 2024	General Operations	Benefits	
4/22/2024	19270	Heidi Hutson	Reimbursement	1,783.22	Apr 2024	General Academic - Scholastic Groups	Non Instructional Materials	

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4/23/2024	19271	Kevin Farr	4/17/2024 Var Baseball Official	116.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19272	Mark Arthur	Boys Volleyball JV & Var 4/22/2024	144.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19273	Becker, Craig	Boys Volleyball JV & Var 4/22/2024	143.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/22/2024	19274	Ric Collingwood	JV Baseball Official 4/19/2024	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/23/2024	19275	Matthew Tays	Frosh Baseball Official 4/20/2024	89.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/23/2024	19276	Law Offices of Young, Minney & Corr, LLP	9108 Law Offices of Young, Minney 03/18/2024	12,512.65	Apr 2024	General Operations	Legal	
4/23/2024	19277	Jackson Lewis P.C.	INV 8489166 dtd 04/12/24	1,589.50	Apr 2024	General Operations	Legal	
4/23/2024	19278	Ventura County Office of Education Business	AR24-00833	1,000.00	Apr 2024	Educator Effectivness	Conference	
4/23/2024	19279	Palmer Hamilton LLC	Decor additional/revision for the Foyer/Mainhalway	12,202.68	Apr 2024	General Operations	Capitla Upgrades	
4/23/2024	19280	Kayla Safavi	INV#13 Labor- new lighting system installation Lighting design for Chicago 04/19/2024	5,000.00	Apr 2024	General Academic - Scholastic Groups	Non Instructional Consulting	
4/23/2024	19281	Privatizer Technologies, LLC	18764 Report Card Paper 04/08/2024	1,340.13	Apr 2024	General Academic	Non Instructional Materials	
4/23/2024	19282	Kevin Thurow	Reimbursement	300.00	Apr 2024	General Academic - Scholastic Groups	Non Instructional Materials	
4/23/2024	19283	Doug Dickstein	PO10942 Track Meet Starter 4/11/2024 ECR v Granada Hills	169.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/23/2024	19284	Palmer Hamilton LLC	Storage Fee for Media Center Decor/Furniture until end of February 2024	3,000.00	Apr 2024	General Operations	Capital Equipment	
4/23/2024	19285	Palmer Hamilton LLC	Storage Fee for Media Center Decor/Furniture until end of November	3,000.00	Apr 2024	General Operations	Capital Equipment	
4/25/2024	19286	Dan's Super Subs Inc.	4/25/24 Retreat 12th Grade English	84.30	Apr 2024	General Academic	Non Instructional Materials	
4/25/2024	19287	Alireza Youssefnejad	000802 Final Payment	525.00	Apr 2024	General Academic	Rentals	
4/25/2024	19288	GA Technical Services, Inc	Structured Cabling Project	0.00	Apr 2024	General Technology	Capital Equipment	Voided
4/25/2024	19289	GA Technical Services, Inc	Structured Cabling Project	5,599.58	Apr 2024	General Technology	Capital Equipment	
4/25/2024	19290	T-Mobile US, Inc.	07/23,11/23,01/24,03/24, 24-Apr 969604280 - WiFi Student Hot Spots	8,399.50	Apr 2024	General Technology	Communications	
4/25/2024	19291	West Ranch High School Band Boosters	West Ranch High School Jazz Festival Fee	250.00	Apr 2024	General Academic - Scholastic Groups	Fees	
4/25/2024	19292	The Shredders	03/24 inv CINV-050746 Shredding	248.00	Apr 2024	General Operations	Rentals	
4/25/2024	19293	Verizon Wireless	04/24 INV# 9961078373 Communication Services	418.11	Apr 2024	General Technology	Communications	
4/25/2024	19294	UTLA	March 2024 UTLA Union Dues	16,954.44	Apr 2024	General Operations	Benefits	
4/26/2024	19295	Gold Star Brigade	2024 Canyon High School Jazz Festival Fee	0.00	Apr 2024	General Academic - Scholastic Groups	Fees	Voided
4/26/2024	19296	Robert Jiron	4/26/2024 Varsity Baseball Official	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/26/2024	19297	Law Offices of Young, Minney & Corr, LLP	INV 9565 Legal Services	14,718.38	Apr 2024	General Operations	Legal	
4/26/2024	19298	Greg Yamin	4/26/2024 Varsity Baseball Official	98.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/26/2024	19299	Garth Sanders	4/26/2024 Varsity Softball Official	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/26/2024	19300	Moore, John	4/26/2024 Varsity Softball Official	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/26/2024	19301	Rosalinda Montague	Open House on April 16th	0.00	Apr 2024	General Academic	Instructional Materials	Voided
4/26/2024	19302	Gold Star Brigade	2024 Canyon High School Jazz Festival Fee	0.00	Apr 2024	General Academic - Scholastic Groups	Fees	Voided
4/29/2024	19303	Moore, John	4/29/2024 Varsity Softball Official	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/29/2024	19304	Mark Sawyer	4/29/2024 Varsity Softball Official	84.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/29/2024	19305	Californians Together	10583 Seal of Biliteracy Medallions	921.88	Apr 2024	General Academic	Non Instructional Materials	
4/30/2024	19306	Marc Anthony M Guerra	INV 1 Drumline Package	1,500.00	Apr 2024	General Academic	Non Instructional Materials	
4/30/2024	19307	Gold Star Brigade	2024 Canyon High School Jazz Festival Fee	250.00	Apr 2024	General Academic - Scholastic Groups	Fees	
4/30/2024	19309	Mark Cavarretta	PO11054 JV Baseball Official 5/1/2024	116.00	Apr 2024	General Athletics	Non Instructional Consulting	
4/3/2024	SPACH2213	Amazon	office supplies for Dean's Office	137.75	Apr 2024	General Academic	Non Instructional Materials	
4/3/2024	SPACH2214	Amazon	invoice=1994-KYCD-6JHY	1,946.40	Apr 2024	General Academic	Non Instructional Materials	
4/3/2024	SPACH2215	Amazon	INVOICE-1JPG-Q761-1XPN	819.60	Apr 2024	General Academic	Non Instructional Materials	
4/3/2024	SPACH2216	Amazon	INVOICE-116D-KF9W-1M19	78.21	Apr 2024	Special Ed	Non Instructional Materials	
4/4/2024	SPACH2217	Piece of Mind Care Services	PIECE OF MIND 00000160 \$105,550.60	105,550.60	Apr 2024	Special Ed	Instructional Consulting	
4/4/2024	SPACH2218	Sweetwater Sound Inc.	INVOICE-40159698	362.71	Apr 2024	Arts/Music Block Grant	Instructional Materials	
4/4/2024	SPACH2220	Amazon	1N94-QHCJ-3M9Y	962.58	Apr 2024	General Academic	Non Instructional Materials	
4/4/2024	SPACH2221	Chartwells Division Services	inv 4034900172 Health Science retreat	30.00	Apr 2024	General Academic	Non Instructional Materials	
4/4/2024	SPACH2222	Amazon	invoice-16WM-FTRY-WXG4	139.41	Apr 2024	General Academic	Non Instructional Materials	

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4/4/2024	SPACH2223	Amazon	invoice-14RP-MF4K-17XJ	821.70	Apr 2024	Special Ed	Non Instructional Materials	
4/4/2024	SPACH2224	Piece of Mind Care Services	PIECE OF MIND 00000161 \$10,026.80	10,026.80	Apr 2024	Title I	Instructional Consulting	
4/4/2024	SPACH2225	Amazon	invoice-1KMR-TNWV-3DVM	106.14	Apr 2024	General Academic	Non Instructional Materials	
4/4/2024	SPACH2226	Amazon	INVOICE-1RPX-XM6L-3GL6	310.70	Apr 2024	General Academic	Instructional Materials	
4/4/2024	SPACH2227	Amazon	invoice-1DT7-C6CX-XRWJ	66.75	Apr 2024	General Technology	Non Instructional Materials	
4/4/2024	SPACH2228	JW Pepper & Son, Inc	INVOICE366242964	94.94	Apr 2024	Arts/Music Block Grant	Instructional Materials	
4/4/2024	SPACH2229	Amazon	invoice-1JWR-HCMP-6H73	541.32	Apr 2024	General Operations	Non Instructional Materials	
4/5/2024	SPACH2230	Stephanie Franklin	Reimbursement	1,395.43	Apr 2024	General Academic - Scholastic Groups	Field Trips	
4/5/2024	SPACH2231	Vista Paint Corporation	2024-402835-00 Buildings and grounds supplies	151.98	Apr 2024	General Operations	Operations Supplies	
4/5/2024	SPACH2232	Stephanie Franklin	Reimbursement	1,288.08	Apr 2024	General Academic - Scholastic Groups	Field Trips	
4/5/2024	SPACH2233	Smart & Final	2023-2024 March Monthly Classroom Lab	182.60	Apr 2024	CTE	Instructional Materials	
4/5/2024	SPACH2234	Judy McLean	3212 Mclean Accounting Solutions 04/05/2024	2,087.50	Apr 2024	General Operations	Business	
4/5/2024	SPACH2235	Stephanie Franklin	Reimbursement	860.62	Apr 2024	General Academic - Scholastic Groups	Field Trips	
4/9/2024	SPACH2236	Figdesign Inc	PO10556 3591 FIGDESIGN \$126.39 03112024	126.39	Apr 2024	General Operations	Marketing	
4/9/2024	SPACH2237	Figdesign Inc	40 branded signs for bathroom stalls.	826.90	Apr 2024	General Operations	Marketing	
4/11/2024	SPACH2238	Scoot Education Inc	69847 Special Education 03/12/2024	37,590.00	Apr 2024	General Academic	Subsistutes	
4/11/2024	SPACH2239	Impact Philanthropy Group (Sage SoCal)	March 1, 2024 Health Mental Services	38,000.00	Apr 2024	State Mental Health	Instructional Consulting	
4/11/2024	SPACH2240	Chartwells Division Services	MARCH 2024 UNHOUSED STUDENT MEALS	366.66	Apr 2024	Title I	Non Instructional Materials	
4/11/2024	SPACH2241	Scoot Education Inc	68945 Special Education 03/12/2024	904.00	Apr 2024	General Academic	Subsistutes	
4/12/2024	SPACH2242	ChildCare Careers, LLC (The Education Team)	692636 EDUCATION TEAM 03/25/2024	4,926.55	Apr 2024	Special Ed	Subsistutes	
4/12/2024	SPACH2243	Self Insured Schools of California	03/31/24 SISC Flex FSA Fees	4,272.30	Apr 2024	General Operations	Benefits	
4/12/2024	SPACH2244	Jive Communications, Inc. (LogMeIn Communications)	04/24 inv IN7102817145 VOIP Phone system	2,691.67	Apr 2024	General Technology	Communications	
4/12/2024	SPACH2245	Allied Private Investigations & Security Services, LLC	02/24 INV ELC 2314 ELC Security Services	66,403.90	Apr 2024	General Operations	Security	
4/12/2024	SPACH2246	Jive Communications, Inc. (LogMeIn Communications)	03/24 INV IN7102765426 VOIP Phone system	2,677.30	Apr 2024	General Technology	Communications	
4/12/2024	SPACH2247	Figdesign Inc	3598 School Logos	124.79	Apr 2024	General Operations	Marketing	
4/12/2024	SPACH2248	U.S. Bank National Association	CC payment 6539 03-25-2024	29,150.73	Apr 2024	General Operations	Various	
4/12/2024	SPACH2249	Project Lead The Way, Inc.	PLTW 419703 Science supplies	7,140.77	Apr 2024	General Academic	Instructional Materials	
4/15/2024	SPACH2250	Impact Philanthropy Group (Sage SoCal)	February 1, 2024 Health Mental Services	38,000.00	Apr 2024	State Mental Health	Instructional Consulting	
4/15/2024	SPACH2251	Chartwells Division Services	4034900180 Econ and Gov Retreat 4/3/24 Breakfast	50.00	Apr 2024	General Academic	Non Instructional Materials	
4/15/2024	SPACH2252	Jive Communications, Inc. (LogMeIn Communications)	02/24 inv IN7102615188 VOIP Phone system	2,684.46	Apr 2024	General Technology	Communications	
4/15/2024	SPACH2253	Impact Philanthropy Group (Sage SoCal)	April 1, 2024 Health Mental Services	38,000.00	Apr 2024	State Mental Health	Instructional Consulting	
4/17/2024	SPACH2254	Amazon	I would like to order supplies for the ECR Flex Program	288.20	Apr 2024	General Operations	Non Instructional Materials	
4/17/2024	SPACH2255	Melissa Ann Charters	Reimbursement	164.00	Apr 2024	CTE	Field Trips	
4/18/2024	SPACH2256	Amazon	INVOICE-161H-WD97-1X9J	85.50	Apr 2024	General Academic	Instructional Materials	
4/18/2024	SPACH2257	Guardian International Solutions Inc	INV 19 UNARMED SECURITY SERVICES 04/02/2024	8,060.55	Apr 2024	General Operations	Security	
4/18/2024	SPACH2258	Piece of Mind Care Services	INV 00000162 \$84,395.00	84,395.00	Apr 2024	Special Ed	Instructional Consulting	
4/18/2024	SPACH2259	Scoot Education Inc	72713 SCOOT EDU 03/18/2024-03/22/2024	46,373.00	Apr 2024	General Academic	Subsistutes	
4/18/2024	SPACH2260	Amazon	INVOICE-1dk4-pmp1-yr96	73.00	Apr 2024	General Academic	Non Instructional Materials	
4/18/2024	SPACH2261	Amazon	Culinary Equipment	359.60	Apr 2024	CTE	Instructional Materials	
4/18/2024	SPACH2262	Scoot Education Inc	72714 Special Education 03/27/2024	2,260.00	Apr 2024	General Academic	Subsistutes	
4/18/2024	SPACH2263	Chartwells Division Services	PO10931 Counseling Department Retreat 4/5/24	149.50	Apr 2024	General Academic	Non Instructional Materials	
4/18/2024	SPACH2264	Chartwells Division Services	PO10930 World History Retreat for 04/10/2024	86.00	Apr 2024	General Academic	Non Instructional Materials	
4/18/2024	SPACH2265	Amazon	schmitt memorial fund	352.67	Apr 2024	Anti-Bias Grant	Non Instructional Materials	
4/18/2024	SPACH2266	Amazon	INVOICE-1MPT-QRFG-X4PP	691.19	Apr 2024	General Academic	Instructional Materials	
4/18/2024	SPACH2267	Amazon	invoice-1fx-rtk7-f4fv	813.27	Apr 2024	General Academic	Instructional Materials	
4/18/2024	SPACH2268	Amazon	CCAP Competition Equipment	758.26	Apr 2024	CTE	Instructional Materials	
4/18/2024	SPACH2269	Amazon	INVOICE-1LY1-NHKH-CTNR	945.91	Apr 2024	General Operations	Non Instructional Materials	
4/20/2024	SPACH2270	Alyssa Lee	Sand Volleyball - Tournament #2 Registration	300.00	Apr 2024	General Athletics	Fees	

Check Register

Account: 1796 Checking

El Camino Real HS

Apr 2024

Grand Total \$ 941,068.26

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account	VOID
4/23/2024	SPACH2271	MG Express Inc.	23/24 BUS CONTRACT - APRIL 2024	35,000.00	Apr 2024	General Athletics	Transportation	
4/23/2024	SPACH2272	MG Express Inc.	inv 2422 Field Trips	7,200.00	Apr 2024	General Operations	Field Trips	
4/23/2024	SPACH2274	SCHEIB Pest Solutions inc	INV 10999 Pest Solution inspections 03/04/24-03/25/24	1,300.00	Apr 2024	General Operations	Non Instructional Consulting	
4/23/2024	SPACH2275	Scoot Education Inc	63929 SCOOT EDU 01/24/2024	19,216.00	Apr 2024	General Academic	Subsistutes	
4/23/2024	SPACH2276	Amazon	office supplies	119.75	Apr 2024	General Operations	Non Instructional Materials	
4/23/2024	SPACH2277	Digital Theatre US LLC	DRAMA - YEAR SUBSCRIPTION TO DIGITAL THEATRE PLUS	2,975.00	Apr 2024	Arts/Music Block Grant	Subscriptions	
4/23/2024	SPACH2278	Self Insured Schools of California	04/15/2024 SISC Flex FSA Fees	572.23	Apr 2024	General Operations	Benefits	
4/23/2024	SPACH2279	Scoot Education Inc	inv 62786 Interest charge for overdue invoice	202.85	Apr 2024	General Academic	Subsistutes	
4/27/2024	SPACH2280	Amazon	Novels for AP Lit: The Heaven & Earth Grocery Store: A Novel by McBride, James	744.00	Apr 2024	General Academic	Instructional Materials	
4/27/2024	SPACH2281	Amazon	INVOICE-116D-KF9W-4V6L	130.83	Apr 2024	CTE	Instructional Materials	
4/27/2024	SPACH2282	Amazon	INVOICE-1C1P-V7L3-16KW	89.90	Apr 2024	General Technology	Non Instructional Materials	
4/27/2024	SPACH2283	Amazon	Earbuds for Testing	1,034.55	Apr 2024	General Academic	Instructional Materials	
4/27/2024	SPACH2284	Amazon	1MGG-H6CD-WYW1	207.78	Apr 2024	General Operations	Non Instructional Materials	
4/27/2024	SPACH2285	Amazon	INVOICE=1DRH-JTLH-63DN	1,289.97	Apr 2024	General Academic	Instructional Materials	
4/27/2024	SPACH2286	Amazon	INVOICE-1NQC-L14P-1JL6	313.32	Apr 2024	General Academic	Instructional Materials	
4/27/2024	SPACH2287	Biztech	Project IQ/ EOE + Help Desk + PR, PO, CF request, Contract Mang., Parent Portal	30,720.00	Apr 2024	General Technology	Non Instructional Consulting	
4/27/2024	SPACH2288	Amazon	Testing Material	645.05	Apr 2024	General Academic	Instructional Materials	
4/27/2024	SPACH2289	AWS	invoice-1NPD-WWQG9-33V3	67.19	Apr 2024	General Technology	Subscriptions	
4/27/2024	SPACH2290	Amazon	ERWC: Curious The Curious Incident of the Dog in the Night-Time	1,838.00	Apr 2024	General Academic	Instructional Materials	
4/27/2024	SPACH2291	Amazon	INVOICE-1C6J-4	36.50	Apr 2024	General Operations	Non Instructional Materials	
4/29/2024	SPACH2292	Chartwells Division Services	4034900182 11th Grade-PLC Leader	66.00	Apr 2024	General Academic	Non Instructional Materials	
4/29/2024	SPACH2293	Chartwells Division Services	4034900184 CTE Retreat April 18th 2024	70.50	Apr 2024	CTE	Non Instructional Materials	

ASB Trust Balances - Apr 2024

Trust Name	Balance
ECR 50th Anniversary	\$ -
TRUST - A Capella (Vocal Royale)	\$ 719.10
TRUST - AVID	\$ 8,989.21
TRUST - AcaDeca	\$ -
TRUST - Active Minds	\$ 34.88
TRUST - American Cancer (Relay)	\$ 606.60
TRUST - Asian Appreciation Club	\$ 72.00
TRUST - Athletic Director	\$ 93.80
TRUST - Band	\$ 4,717.48
TRUST - Baseball	\$ 45,596.06
TRUST - Beyond the Books	\$ 164.00
TRUST - Black Student U	\$ 2,051.98
TRUST - Boys Basketball	\$ 15,841.40
TRUST - Boys Golf	\$ 1,508.21
TRUST - Boys Lacrosse	\$ 8,845.76
TRUST - Boys Soccer	\$ 5,228.42
TRUST - Boys Tennis	\$ (2,270.10)
TRUST - Boys Volleyball	\$ 9,527.62
TRUST - Boys Waterpolo	\$ 5,648.27
TRUST - Brett Schmit Memorial Fund	\$ 4,045.23
TRUST - C2BK Cool 2 B Kind	\$ 397.75
TRUST - CEA	\$ 1,427.61
TRUST - CHIRLA	\$ 159.75
TRUST - CSF	\$ 38,008.76
TRUST - Cheerleaders	\$ 9,313.23
TRUST - Choir	\$ 8,640.98
TRUST - Claws for a Cause	\$ 17.88
TRUST - Club Girl Up	\$ -
TRUST - College Counseling	\$ 758.44
TRUST - Creative Writing	\$ 2,133.38
TRUST - Cross Country	\$ 8,085.88
TRUST - Cultural Club	\$ -
TRUST - DECA	\$ 978.40
TRUST - Dance	\$ 5,553.37
TRUST - Drama	\$ 28,171.65
TRUST - Drill Team	\$ 18,493.87
TRUST - ECR Community Leaders	\$ 1,481.95
TRUST - Endangered Species	\$ 64.00
TRUST - Environmental	\$ 71.16
TRUST - Falling Whistles	\$ 376.00
TRUST - Fashion Club	\$ 278.36
TRUST - Football	\$ 35,908.44
TRUST - French Club	\$ 200.97
TRUST - Friendship Circle	\$ 430.78
TRUST - Future Homemakers	\$ 2,621.54
TRUST - Ganssle Memorial Schol	\$ 1,000.00
TRUST - Girls Basketball	\$ 2,923.24
TRUST - Girls Golf	\$ 3,202.78

ASB Trust Balances - Apr 2024

Trust Name	Balance
TRUST - Girls Lacrosse	\$ 5,211.11
TRUST - Girls Soccer	\$ 4,005.14
TRUST - Girls Tennis	\$ 2,777.97
TRUST - Girls Volleyball	\$ 16,674.40
TRUST - Girls Water Polo	\$ 1,210.71
TRUST - Grad Class 2020	\$ -
TRUST - Grad Class 2021	\$ -
TRUST - Grad Class 2022	\$ -
TRUST - Grad Class 2023	\$ -
TRUST - Grad Class 2024	\$ 63,142.61
TRUST - Grad Class 2025	\$ 17,801.29
TRUST - Grad Class 2026	\$ 1,013.33
TRUST - Grad Class 2027	\$ 44.00
TRUST - Great Films Club	\$ 20.00
TRUST - Helping Hands	\$ 632.00
TRUST - Humanitas	\$ 1.73
TRUST - Jewish Club	\$ 65.50
TRUST - KPOP Club	\$ 292.33
TRUST - Key Club	\$ 270.32
TRUST - Knitting for a Cause	\$ 44.05
TRUST - La Familia	\$ 143.81
TRUST - Local Charity Outreach	\$ 92.00
TRUST - Local Vocals	\$ 2,357.90
TRUST - MACS Club	\$ 40.00
TRUST - MESA Club	\$ 50.40
TRUST - Marching Band	\$ -
TRUST - Medical Club	\$ 7,844.52
TRUST - Milton Goffman Scholarship	\$ 7,805.00
TRUST - Mock Trial	\$ 385.00
TRUST - Model United Natn	\$ 836.00
TRUST - Mountain Bike Club	\$ 836.99
TRUST - NJROTC	\$ 52,692.39
TRUST - National Honors Soc	\$ 5,252.70
TRUST - Newspaper Interns Club	\$ 396.16
TRUST - Operation Smile	\$ 123.68
TRUST - Persian Club	\$ 128.00
TRUST - Philosophy Club	\$ 41.00
TRUST - Physics Club	\$ 590.04
TRUST - Ping Pong Club	\$ 28.60
TRUST - Recycle for Research	\$ 289.57
TRUST - Robotics	\$ 15,667.34
TRUST - Rotary Interact Club	\$ 370.26
TRUST - Sand Volleyball	\$ 386.74
TRUST - Save Promise	\$ 79.00
TRUST - Save the Waves	\$ 126.00
TRUST - Schship JHarrison	\$ 9,253.61
TRUST - Science Bowl	\$ 1,441.23
TRUST - Science National Honors Society	\$ 119.90
TRUST - She's The First	\$ 1,595.57

ASB Trust Balances - Apr 2024

Trust Name	Balance
TRUST - Softball	\$ 19,608.69
TRUST - Spanish Honor Soc	\$ 701.00
TRUST - Speech & Debate	\$ 167.68
TRUST - Step	\$ 1,099.84
TRUST - Student Council	\$ 39,521.83
TRUST - Students Demand Action	\$ 149.00
TRUST - Swimming & Diving	\$ 4,741.07
TRUST - The MESS	\$ 109.19
TRUST - Thespians Club	\$ 1,395.84
TRUST - Track & Field	\$ 2,549.79
TRUST - True Crime Club	\$ 11.81
TRUST - UNICEF	\$ 682.05
TRUST - VAPA Scholarship	\$ 2,977.52
TRUST - Vegan Peace Club	\$ 94.18
TRUST - WE Club	\$ 123.77
TRUST - Wrestling	\$ 113.42
TRUST - You Can Do This SCHLR	\$ 500.00
Trust - Journalism	\$ 465.00
Trust - Kiva Club	\$ 34.00
Trust - Koi Fish Remedy	\$ 54.00
Trust - MECHA	\$ 162.00
Trust - PCC	\$ 69.00
Trust - Project Paper Bag	\$ 76.59

Total Trust Balance	\$	579,707.26
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ASB Income	\$	103,942.36
ASB Expense		
4350 - Supplies	\$	8,338.92
5835 - Field Trip	\$	-
5825 - Consultants	\$	-
Inventory	\$	33,052.83
Total Expense	\$	41,391.75

Total ASB General Balance	\$	62,550.61
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Total ASB Balance (Trust + General)	\$	642,257.87
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Brett Schmit Memorial	\$	55,141.31
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**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
3Sixty Basketball		\$ 720.00
818 Cleaners		\$ 8,302.00
Abdon Rosales		\$ 11,450.00
Accelerate Education Incorporated		\$ 22,100.00
Accrediting Commission for Schools		\$ 1,690.00
Active Internet Technologies LLC.		\$ 39,700.00
Adam C Luna		\$ 250.00
Adam Markenson		\$ 250.00
Administrative Services CO-OP DbA Yellow Cab		\$ 5,899.20
Adobe Systems Incorporated		\$ 1,800.00
Adrian Torres Olivar		\$ 800.00
Afolabi, Muideen	\$ 192.00	\$ 288.00
AFSCME District Council 36	\$ 1,882.60	\$ 16,671.80
Ahmed Ibrahim		\$ 151.00
Aiden Lopez		\$ 97.31
Airbrush Images Inc. (ABI Digital Solutions)		\$ 3,323.75
Airplus Refrigeration, Inc.		\$ 2,473.98
AKD Ink/AKidzdream Inc		\$ 217.83
Al Walters		\$ 2,240.00
Alejandro Sanchez		\$ 205.00
Alex Dikzas		\$ 174.00
Alex Gorin		\$ 300.00
Alexis Cheney	\$ 96.00	\$ 96.00
Ali Hacock		\$ 150.00
Alice Lee		\$ 798.00
Alireza Youssefinejad	\$ 525.00	\$ 750.00
Alison Yedor		\$ 1,816.25
All American Sports Corp. (Riddell/All American)		\$ 31,021.77
All Things Algebra		\$ 400.00
Allied Private Investigations & Security Services, LLC	\$ 66,403.90	\$ 435,787.53
Alyssa Lee	\$ 1,153.07	\$ 3,388.79
Amazon	\$ 16,747.81	\$ 147,568.79
Amazon Web Services		\$ 9,545.32
Ameci Pizza	\$ 346.74	\$ 346.74
American AED, INC.		\$ 437.19
American Choral Directors Association		\$ 125.00
American Fidelity Assurance Company		\$ 35,602.96
American Red Cross		\$ 828.00
American Scholastic Evaluation/ American Scholastic Mathematics Assn		\$ 100.00
Amos Wellington		\$ 208.00
Amy Carter		\$ 421.73
Andrew Goldstein	\$ 84.00	\$ 168.00
Andrew Krezinger		\$ 660.00
Andrew Schreibman		\$ 89.00
Angel Lerma		\$ 24.00
Ani Kirakosian		\$ 7.00
Annabel Bayona		\$ 73.00
Anthony Britt		\$ 122.00
Anthony Corona		\$ 122.00
Anthony Rodarte		\$ 122.00

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
Anthony Russell	\$ 89.00	\$ 89.00
Antonia B Serrano		\$ 1,197.00
AP fbo EdLogical Group Corp		\$ 104,554.75
Apperson		\$ 695.66
Apple Inc.		\$ 12,991.94
Ares Sportswear		\$ 2,242.62
Ariel Botvin		\$ 273.00
Arizona Machinery LLC dba (Stotz Equipment)		\$ 2,529.82
Arrae Promotions		\$ 16,359.30
Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc.		\$ 10,191.60
AssistX Education, LLC		\$ 7,256.00
AT&T (CALNET)	\$ 430.62	\$ 1,375.31
AT&T 0810	\$ 1,334.73	\$ 3,706.36
AT&T 6340	\$ 1,290.76	\$ 3,993.37
AT&T 8815	\$ 1,500.53	\$ 4,165.81
AT&T 9132		\$ 14,017.27
AT&T 9221	\$ 2,078.43	\$ 8,079.43
Avedis Zildjian Company		\$ 824.63
Aviata Sports LLC		\$ 646.15
AVID Center		\$ 5,009.00
AWS	\$ 2,929.63	\$ 2,929.63
B&H Foto & Electronics Corp		\$ 1,859.31
Bailey Hooper		\$ 1,700.00
Barbara Stanoff		\$ 293.09
Bargreen Ellingson Inc		\$ 11,319.43
Baron Championship Rings Ltd.		\$ 13,539.66
Barry Kay Enterprises		\$ 6,035.33
Becker, Craig	\$ 287.00	\$ 436.00
Best Cafe Enterprises, LLC	\$ 849.50	\$ 849.50
Bilingual Foundation of the Arts		\$ 1,125.00
Bill Ferrell Co.	\$ 1,320.00	\$ 1,710.00
Birmingham Community Charter High School	\$ 325.00	\$ 11,748.89
Biztech	\$ 30,720.00	\$ 57,600.00
BJ's Restaurant & Brewhouse		\$ -
Bliss Home Theaters & Automation, Inc.		\$ 3,208.42
BoardOnTrack		\$ 5,000.00
Bob Klobuchar		\$ 73.00
Bob Paredes	\$ 187.00	\$ 285.00
Bobby Denny		\$ 86.85
Bonnie's World of Events Inc.		\$ 31,250.00
Brad Constant Construction Inc.		\$ 60,850.00
Brad Wright		\$ 67.19
Brent Savage		\$ 96.00
Brett A Schwab		\$ 4,000.00
Brett Wensley		\$ 122.00
Brian Wilson		\$ 485.11
Brooks Transportation Inc.		\$ 21,005.00
BSN Sports, LLC	\$ 4,357.22	\$ 95,100.71
CA Association of Directors of Activities	\$ 525.00	\$ 16,425.00
Caitlyn Mongeli		\$ 1,676.00

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
California Academic Decathlon Association		\$ 1,200.00
California Department of Education		\$ 1,631.40
California Department of Tax & Fee Administration	\$ 915.00	\$ 4,720.27
California FCCLA	\$ 475.00	\$ 7,428.00
California Interscholastic Federation State Office		\$ 3,071.20
California IT in Education		\$ 1,590.00
California Mathematics League		\$ 100.00
California Scholarship Federation Inc		\$ 190.00
California Science Center Foundation		\$ 173.00
California State University, Northridge		\$ 9,120.00
Californians Together	\$ 921.88	\$ 921.88
Calvary Chapel HS		\$ 400.00
Camarillo High School		\$ 425.00
Cambrass Corp. DBA Stomvi USA		\$ 71,175.00
Cameron Pirkhahkohan		\$ 78.00
CAMILLE KING		\$ 112.77
Canoga Park High School		\$ 1,000.00
Canyon Del Oro		\$ 360.00
CARA VIRAMONTES		\$ 142.10
Careers through Culinary Arts Program, Inc.		\$ 4,000.00
Carlos Astorga		\$ 98.00
Carmen Martinez		\$ 149.00
Carolina Biological Supply Co.		\$ 4,692.94
Carolyn Harris		\$ 125.82
Carolyn Stone		\$ 1,500.00
Cascade Athletic Supply Co Inc	\$ 189.69	\$ 4,076.46
Cavalier Printing		\$ 2,175.00
CCIDM Inc.	\$ 1,300.00	\$ 8,516.13
CDW LLC		\$ 7,982.18
CE Educational Tours (CE Tours)		\$ 89,895.60
Cengage Learning Inc		\$ 112,518.39
Cengage Learning Inc/ Gale		\$ 30,225.51
Centobene, Maryann	\$ 144.00	\$ 288.00
Central College		\$ 3,000.00
Cesar Rosales		\$ 17.00
Chaminade College Prep High School		\$ 1,060.00
Chargepoint, Inc.		\$ 8,549.62
Charles Blattner		\$ 161.00
Charter Up LLC		\$ 9,472.09
CharterSafe	\$ 115,956.00	\$ 697,953.31
Chartwells Division Services	\$ 941.16	\$ 771,215.53
Chatsworth Arena Soccer League		\$ 2,610.00
Chatsworth High School	\$ 100.00	\$ 1,400.00
Cheryl M Dorries		\$ 505.34
Child and Family Guidance Center		\$ 15,741.26
ChildCare Careers, LLC (The Education Team)	\$ 4,926.55	\$ 67,298.33
Chris Levenson	\$ 98.00	\$ 98.00
Chris Nevil		\$ 151.00
Chris Racina		\$ 86.00
Christian Williams		\$ 208.00

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Christopher Washington		\$ 2,000.00
Christy White Accountancy Corporation (Christy White, Inc.)		\$ 20,279.00
Cindy L Bradley		\$ 935.00
Cintas Corporation No. 2 (Cintas Fire Protection)	\$ 207.00	\$ 5,856.89
City National Bank		\$ 452,488.60
Claris International Inc.		\$ 3,075.00
Claudia Velasco		\$ 724.88
Clemente Ramirez		\$ 12.56
Code Black Media		\$ 16,656.25
Colin Jamerson		\$ 1,163.18
Colleen Garner		\$ 155.00
College Board	\$ 750.00	\$ 750.00
Colson Phillip		\$ 967.53
Comfort Inn		\$ 10,884.75
Comprehensive Environmental Resource Training (CERT)		\$ 1,575.00
Computer-Using Educator, Inc.(CUE, Inc)		\$ 389.00
Concord Theatrical Corp		\$ 3,125.85
Concourse Team Express		\$ 4,464.80
CONFIDENTIAL		\$ 94,408.90
Conrad Sun LLC (Ren Athletics)	\$ 4,881.97	\$ 6,629.55
Convergeone, Inc.		\$ 32,988.23
Corbin Bowling Center Inc.		\$ 4,840.00
Corinne Brennan	\$ 580.00	\$ 580.00
Corner Bakery	\$ 624.50	\$ 10,191.06
Cornerstone Team Sports, Inc.	\$ 165.00	\$ 165.00
Countdown Printables	\$ 3,304.87	\$ 36,058.80
Courtney Birnbaum	\$ 96.00	\$ 96.00
Covantia, Inc.		\$ 37,460.00
Craig Collar		\$ 151.00
Craig Frazier	\$ 98.00	\$ 196.00
Crescenta Valley High School		\$ 2,300.00
Cristina Balao		\$ 186.00
CRM Maestro Integrated CRM Solutions		\$ 32,400.00
Cross Country Staffing, Inc.		\$ 30,050.25
CTBOOK HOLDINGS LLC (Bulk Bookstore)		\$ 683.28
Custom Stats Cards		\$ 600.00
Cyd Zeigler		\$ 210.00
Cynthia Simms		\$ 119.88
Dan Klein		\$ 89.00
Daniel Celnik		\$ 700.00
Daniel Chang		\$ 1,040.00
Daniel De Luna	\$ 800.00	\$ 5,300.00
Daniel Tararache		\$ 857.00
Danielle Bagulbagul		\$ 107.80
Danny Vargas		\$ 84.00
Dan's Super Subs Inc.	\$ 402.30	\$ 1,732.85
Darcus Townsend		\$ 73.00
Dave & Buster's Entertainment, Inc.		\$ 11,970.16
David Arakelyan		\$ 146.00
David Hauptman Co., Inc DBA Fold-A-Goal		\$ 5,170.90

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
David Lee		\$ 45.00
David Musso		\$ 148.00
David Rosenberg		\$ 182.00
David Sanchez		\$ 161.00
De' Aron Richardson		\$ 1,000.00
Dean Bennett		\$ 50.70
Decker Inc.		\$ 2,493.25
DemiDec Corporation		\$ 1,185.11
Dennis Bueno		\$ 1,402.50
Deny Sportswear	\$ 715.31	\$ 5,095.69
Department of Justice (State of CA)		\$ 1,267.00
Derick Mailan		\$ 83.00
Deven Rasey		\$ 200.00
Diana Coosemans		\$ 195.00
Digital Theatre US LLC	\$ 2,975.00	\$ 2,975.00
Discovery Cube LA		\$ 132.00
Donna Wood	\$ 143.00	\$ 143.00
Donny Elmasry		\$ 169.00
Dora Rojas		\$ 235.47
Doris Motherspaw	\$ 274.00	\$ 274.00
Dos Pueblos High School Boys Volleyball		\$ 450.00
Doug Dickstein	\$ 169.00	\$ 169.00
Dreamscape Endeavors LLC		\$ 400.00
Drizen-dohs Corporate Communications, Inc.		\$ 2,823.33
DS Honda Construction Management, Inc		\$ 1,928.00
DTASC		\$ 1,603.00
Dupree Fuller		\$ 100.20
Duy Nguyen		\$ 86.00
Dylan Marshall		\$ 73.00
EDD (Employment Development Dept.)		\$ 29,738.44
Eddie Hwang	\$ 89.00	\$ 89.00
Edpuzzle, Inc.		\$ 3,140.00
Eduardo Basto		\$ 395.00
Eduardo Galan	\$ 107.00	\$ 107.00
Educational Networks		\$ 2,706.59
Educational Theatre Association		\$ 129.00
Educatus International (Attn Paul McLaughlin)		\$ 12,000.00
Edwin Ramirez		\$ -
Effectual Educational Consulting Services		\$ 1,760.00
Efren Avila		\$ 375.00
Elaine Yang		\$ 125.00
Eli Shtrum		\$ 229.00
Elvis R Merida		\$ 4,900.00
Ely Bryant		\$ 81.00
Emmanuel Lomeli		\$ 480.64
Employment Development Department	\$ 2,726.93	\$ 8,155.06
Enome, Inc. (Goalbook)		\$ 11,685.00
Enrique Velarde		\$ 373.00
Enriqueta Loera		\$ 987.81
Environmental Network Corporation (ENCORP)		\$ 1,800.00

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
Epic Sports, Inc.		\$ 3,634.74
Eric Choi	\$ 212.00	\$ 818.77
Eric Patyk		\$ 360.00
Erica Boatman-Dixon		\$ 404.48
Erin Jundef		\$ 360.71
Esther Yanez	\$ 400.00	\$ 400.00
Ethan Norof	\$ 89.00	\$ 267.00
Evan Coleman		\$ 610.03
Evelyn Velarde		\$ 7,180.00
Evgeny Sedov		\$ 375.00
EWC California, Inc. (AAA Label Factory)		\$ 1,657.85
Ewing Irrigation Products, Inc.		\$ 2,898.52
ExploreLearning, LLC		\$ 920.00
Extra Mile Timing / Corr-Robinett, Scott		\$ 2,325.00
Family, Career and Community Leaders of America, Inc		\$ -
FancyCups		\$ 240.00
Fannin Musical Productions LLC		\$ 2,000.00
FedEx		\$ 29.46
Fence Factory Rentals		\$ 980.00
Fernando Delgado		\$ 1,670.48
Festivals of Music, Inc.		\$ 6,138.00
Figdes Services and Maintenance Inc.		\$ 6,462.50
Figdesign Inc	\$ 1,104.37	\$ 39,385.19
First Class Events		\$ 67,450.00
Flexin' In My Complexion		\$ 1,500.00
Flinn Scientific Inc.		\$ 3,538.68
Floral Passion LLC		\$ 707.37
Freddie Alexander	\$ 96.00	\$ 96.00
Fresno County Superintendent of Schools		\$ 13.80
Front Porch. Inc dba Get More Math		\$ 18,306.00
GA Technical Services, Inc	\$ 5,599.58	\$ 36,396.42
Gabriel Brusloff		\$ 139.00
Gail Nettels		\$ 924.20
Garbanzo		\$ 1,490.00
Gardena Valley News	\$ 3,655.58	\$ 4,583.58
Garth Sanders	\$ 84.00	\$ 168.00
Gatekey Mfg. Inc (dba Muhl Tech)		\$ 1,400.00
Geary Darling Lessee, Inc. (The Marker Hotel)		\$ 4,889.96
Genifer Sibbald		\$ 150.00
George Borgardt	\$ 86.18	\$ 86.18
German Hernandez	\$ 1,420.90	\$ 4,820.90
Gevork Gevorkyan		\$ 302.00
Gilbert Acedo		\$ 208.00
Gillian M Perez		\$ 1,000.00
Gimkit, Inc		\$ 1,000.00
GoDog Sports, Inc.		\$ 4,972.00
Gold Star Brigade	\$ 250.00	\$ 850.00
Golden Star Technology, Inc		\$ 128,869.91
Golf Team Products		\$ 1,133.51
Gopher	\$ 1,959.32	\$ 8,138.86

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP)	\$ 7,705.28	\$ 53,864.28
Grace Brethren Jr/Sr High School		\$ 480.00
GraceNotes LLC		\$ 513.00
Grad Awards LLC		\$ 2,997.86
Granada Hills Charter High School	\$ 1,154.25	\$ 1,664.50
Grand G&G Inc.	\$ 6,663.47	\$ 20,392.76
Grant A. Horn	\$ 1,300.00	\$ 5,890.00
Greenfield Forever, Inc.		\$ 14,792.00
Greg Yamin	\$ 98.00	\$ 98.00
Guadalupe Paez		\$ 93.98
Guardian International Solutions Inc	\$ 8,060.55	\$ 68,231.31
Hagop Dembekjian		\$ 88.00
Hal Leonard LLC (Noteflight LLC)		\$ 849.00
Haley Smith		\$ 924.20
Harborlites Chapter of Sweet Adelines International		\$ 500.00
Hardwoods Specialty Products US LP		\$ 17,285.05
Harris School Solutions, a division of N. Harris Computer Corporation		\$ 2,661.20
Harris Systems USA Inc. (MealTime/Harris School Solutions)		\$ 450.00
Harrow Sports, Inc. (Next Level Resource Partners, LLC)	\$ 1,500.97	\$ 2,523.88
Hart High School		\$ 1,750.00
HD Print Design		\$ 5,331.80
Healy Awards		\$ 2,003.39
Heidi Hutson	\$ 1,783.22	\$ 1,783.22
Henry Carpio		\$ 88.00
Henry J Bongiovi		\$ 6,000.00
Henry Matute		\$ 234.00
Henry Rosales	\$ 2,000.00	\$ 2,000.00
Herff Jones LLC	\$ 2,712.11	\$ 43,073.94
Hi-Pod, Inc		\$ 108.70
Houghton Mifflin Harcourt		\$ 1,360.20
Hrag Yazijian		\$ 88.00
Hudl		\$ 3,299.00
Hueneme HS		\$ 350.00
Human Rights Campaign Foundation		\$ 7,500.00
Hye J Kim		\$ 547.40
Hype Socks, LLC		\$ 538.81
IAM Compton LLC		\$ 1,000.00
ICON School Management	\$ 7,000.00	\$ 35,000.00
Imagists Inc		\$ 6,000.00
Iman Khorramian		\$ 161.00
Impact Cheer & Tumbling	\$ 1,350.00	\$ 7,923.00
Impact Philanthropy Group (Sage SoCal)	\$ 114,000.00	\$ 291,724.00
Infinity Communications & Consulting, Inc		\$ 47,651.54
Infobase Holdings, Inc.		\$ 11,760.38
Ingraham Trophies and Gifts		\$ 201.49
Inspire Communication, Inc		\$ 142,290.00
Instructure, Inc		\$ 2,436.00
International Academy of Science(CybrSchool LLC)		\$ 15,980.00
Interquest Detection Canines		\$ 2,850.00
Interscholastic Equestrian League		\$ 150.00

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Irene Paez	\$ 143.56	\$ 427.67
ITHAKA Harbors Inc.		\$ 1,040.00
J Schnelldorfer PSAD		\$ 1,025.00
Jackson Lewis P.C.	\$ 2,519.50	\$ 6,352.50
Jacqueline Thomas		\$ 1,000.00
JaMarr J Johnson		\$ 2,500.00
James Gillis		\$ 229.00
JAMS, INC.		\$ 4,975.00
Janeth Arenas		\$ 155.00
Jared Allan Hocson Manuel	\$ 150.00	\$ 300.00
Jason Camp		\$ 251.52
Jason Grider	\$ 295.63	\$ 295.63
Jason Sabolic		\$ 2,140.17
Javier Bustos		\$ 139.00
Jeanne Scola		\$ 46.00
Jeff Porter	\$ 144.00	\$ 144.00
Jerry Burns		\$ 148.00
Jersey Mike's (MAC SUBS, Inc)	\$ 233.25	\$ 5,929.25
Jesus Contreras	\$ 426.87	\$ 2,147.85
Jesus Olivar		\$ 278.00
Jim Russell		\$ 155.00
Jive Communications, Inc. (LogMeIn Communications)	\$ 8,053.43	\$ 8,053.43
Joachim Paul		\$ 7,000.00
Jodi Borenstein	\$ 37.00	\$ 1,929.36
Joe Franiak		\$ 89.00
Joe Galeano		\$ 116.00
Johanna Isom		\$ 283.40
John A. Pinelo Sr.	\$ 7,665.13	\$ 16,846.59
John C (Vinyl Effex)		\$ 918.27
John Dall	\$ 84.00	\$ 84.00
John Estrada		\$ 400.00
John Orlando Vazquez		\$ 344.88
John Rayburn	\$ 84.00	\$ 84.00
John Wiley & Sons, Inc		\$ 26,176.33
Jon Stein		\$ 234.00
Jonah Cruanas		\$ 154.50
JONATHAN WASSER		\$ 246.12
Jones School Supply Co Inc	\$ 114.36	\$ 114.36
Jonny Joseph		\$ 301.00
Jordan Aynat		\$ 73.00
Jose Alvarado		\$ 150.00
Jose Casas	\$ 192.00	\$ 192.00
Jose Jimenez		\$ 1,356.37
Jose Soto		\$ 240.00
Joseph Conte	\$ 84.00	\$ 168.00
Josephine Torres		\$ 347.55
Josh Shipp Production, LLC (Top Youth Speakers)		\$ 8,960.00
Joshua Dixon		\$ 600.00
Joshua Lorimer	\$ 96.00	\$ 96.00
Jostens, Inc		\$ 602.25

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
Joubel AS		\$ 570.00
JR Castro		\$ 88.00
Juan Alba		\$ 49.99
Juan Piedra	\$ 116.00	\$ 294.00
Judy McLean	\$ 2,087.50	\$ 20,662.50
Jules Seltzer Associates	\$ 9,165.00	\$ 107,594.56
Junior Achievement of Southern California, Inc		\$ 4,200.00
Justin Adams		\$ 32.83
Justin Graham		\$ 29.75
JW Pepper & Son, Inc	\$ 94.94	\$ 2,939.64
Kaitlyn Conte		\$ 1,372.00
Kami		\$ 10,850.00
Katelyn Crane	\$ 1,000.00	\$ 1,000.00
Kathleen S Kapukchyan		\$ 1,000.00
Kayla O Solomon		\$ 850.00
Kayla Safavi	\$ 5,000.00	\$ 11,500.00
Ken Ashford	\$ 98.00	\$ 363.00
Ken Lee		\$ 186.00
Kena Worthen		\$ -
Kenneth Euken		\$ 176.00
Kevin E Bradley		\$ 935.00
Kevin Farr	\$ 214.00	\$ 312.00
Kevin Godin		\$ 89.00
Kevin Melbourne		\$ 122.00
Kevin Meyer	\$ 84.00	\$ 84.00
Kevin Thurow	\$ 300.00	\$ 5,698.42
Kevon Lee		\$ 2,000.00
Kirk A West	\$ 228.00	\$ 526.00
Knight Sound & Lighting, Inc.		\$ 3,807.98
Kristy Sundberg		\$ 21.99
Kurt Kerby		\$ 89.00
L.A Door Co.		\$ 600.00
L.A. City Dept. of Recreation And Parks	\$ 699.00	\$ 6,085.10
L.A. Floors Removal, Inc.		\$ 96,125.00
LA Master Chorale		\$ 250.00
LA Party Rents, Inc.	\$ 4,340.56	\$ 13,009.40
LACOE, Los Angeles County Office of Education		\$ 6,660.00
LADWP	\$ 3,882.81	\$ 40,752.82
Laguna Hills HS		\$ 375.00
Larry Crino	\$ 196.00	\$ 196.00
Larry Zerg		\$ 150.00
Las Virgenes Unified School District (Agoura High School)	\$ 120.00	\$ 120.00
LAUSD - Maintenance & Operations		\$ 902,649.47
Law Offices of Young, Minney & Corr, LLP	\$ 27,231.03	\$ 133,212.88
Lee Barnathan	\$ 143.00	\$ 461.00
Lee Jordan		\$ 73.00
Legacy Awards		\$ 191.63
Levon Dermendjian		\$ 146.00
Liliana Murcia		\$ 203.62
Liminex, Inc. (GoGuardian)		\$ 14,667.00

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Linda Robbins		\$ 107.19
Lindsay Imber		\$ 249.00
Lindsey C. Surendranath Granted, Inc		\$ 14,085.52
Live Athletics Wellness		\$ 6,500.00
LOC Enterprises LLC	\$ 900.00	\$ 1,979.32
LogMein USA, Inc.		\$ 20,618.60
Los Angeles Cable Television Access Corp.		\$ 10,000.00
Los Angeles County Department of Public Health		\$ 394.00
Los Angeles County Metropolitan Transportation Authority		\$ 14,308.00
Los Angeles County Sheriffs Department	\$ 160.00	\$ 160.00
Los Angeles County Tax Collector	\$ 26,083.08	\$ 54,774.76
Los Angeles Pierce College		\$ 28,073.00
Los Angeles School Police Department	\$ 921.33	\$ 12,616.33
Los Angeles Science and Engineering Fair		\$ 150.00
Love to Snack, LLC		\$ 2,481.84
LRP Publications, Inc (LRP Media Group)		\$ 2,145.00
Luciano Pilato		\$ 289.00
Luis Zepeda		\$ 289.00
Luz Maria Herrera Aguilera	\$ 1,250.00	\$ 1,500.00
Lynsey R Shano	\$ 132.98	\$ 1,422.43
Lynsey Shano		\$ 129.38
M & S Technology Group, LLC (The Circle)		\$ 85,557.21
M&M Paper Co.		\$ 11,463.03
MAA American Mathematics Competitions		\$ 788.00
Macmillan Holdings, LLC (Holtzbrinck Publishers, LLC) MPS		\$ 283,660.47
Madoian Enterprises Inc. (Rooter Man Plumbing)		\$ 21,625.00
Magdy Abdalla		\$ 150.00
MakerBot Industries, LLC		\$ 2,293.57
Mallerlyn Kosmidis		\$ 2,249.98
Manhattan Stitching		\$ 4,491.97
Manuel Muro		\$ 134.00
Marc Anthony M Guerra	\$ 1,500.00	\$ 1,500.00
Margaret R Joyce		\$ 935.00
Marissa Dominguez		\$ 448.06
Mark Arthur	\$ 144.00	\$ 399.00
Mark Cavarretta	\$ 205.00	\$ 205.00
Mark Hayes		\$ 89.00
Mark S Nilan Sr.		\$ 100.00
Mark Sawyer	\$ 84.00	\$ 520.00
Marko Jankovic		\$ 298.00
Marriot Riverside Hotel	\$ 3,669.30	\$ 3,669.30
Marta Franco		\$ 60.00
Mary M Bush		\$ 27,200.03
Matthew Tays	\$ 89.00	\$ 89.00
Matthew Wright	\$ 286.50	\$ 786.97
McCalla Company		\$ 2,598.87
McGraw-Hill Education, Inc.		\$ 68,311.37
Medieval Times USA, Inc.		\$ 2,623.80
Melissa Ann Charters	\$ 164.00	\$ 2,377.77
Melissa Harr		\$ 590.83

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Melissa L Cleal		\$ 283.40
Melissa Montejano		\$ 62.00
Merit Oil Company		\$ 1,488.07
MG Express Inc.	\$ 48,500.00	\$ 337,500.00
Mia Narvades		\$ 19.12
Michael Clarke	\$ 89.00	\$ 178.00
Michael Consoletti		\$ 12,543.35
Michael Daniels		\$ 301.00
Michael Frey		\$ 312.00
Michael Goode		\$ 210.00
Michael Jeff	\$ 1,100.00	\$ 5,200.00
Michael Robinson		\$ 10,500.00
Michelle A Buchanan		\$ 250.00
Michelle Harris		\$ 73.00
Mike Miyashima		\$ 161.00
Mike Venarde	\$ 84.00	\$ 84.00
Mike Wagner		\$ 89.00
MILE26 Sports Inc		\$ 374.97
Minita Clark		\$ 100.21
Mirna Janet Mejia		\$ 279.00
Missael Corral		\$ 249.00
Mitchell R Cohen	\$ 154.80	\$ 154.80
Mohamed Ibrahim		\$ 78.00
Mohammad Ordoubadi		\$ 73.00
Monroe High School		\$ 390.00
Monte Murray	\$ 98.00	\$ 196.00
Moon Grad Services		\$ 2,776.07
Moore, John	\$ 168.00	\$ 249.00
Moorpark College		\$ 400.00
Morro Bay High School		\$ 650.00
Moxie Road, Inc (Five Star Painting of Woodland Hills)	\$ 12,033.35	\$ 124,420.02
Mt. San Antonio College		\$ 450.00
Music Theatre International		\$ 2,920.00
Mutual of Omaha	\$ 1,532.37	\$ 10,803.16
N2Y LLC		\$ 9,099.87
Nannie Thirteen		\$ 2,000.00
Nasco Education LLC		\$ 1,077.08
NASSP	\$ 385.00	\$ 770.00
Natalie Mekjian		\$ 43.88
Nathan McClung		\$ 122.00
Nathan Shibata		\$ 1,687.07
Nelson Bae	\$ 96.00	\$ 218.00
Nettime Solutions LLC		\$ 650.00
Newbury Park High School		\$ 1,875.00
Newman Aaronson Vanaman LLP		\$ 8,500.00
Niche.com, Inc.		\$ 11,242.50
Nicole Gamez		\$ 1,139.42
Noah Barnett		\$ 15.00
NoRedInk Corp.		\$ 11,300.00
Northwest Evaluation Association		\$ 51,525.00

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Novel Electronic Designs, Inc.		\$ 449.00
Oaks Christian School		\$ 325.00
Old New York & Deli Bakery Co., Inc	\$ 144.03	\$ 389.17
OnSolve Intermediate Holding Company		\$ 9,900.00
Ontario HS		\$ 400.00
ORACLE Enterprises		\$ 59,117.94
Oscar Cabrera		\$ 208.00
Oscar Dorado		\$ 83.00
Pablo T Sela		\$ 550.00
Pacific Appliance Repair Services Inc.		\$ 926.00
Pacific Floor Company, Inc		\$ 17,250.00
Pacifica HS NJROTC	\$ 10,741.45	\$ 10,741.45
Palmer Hamilton LLC	\$ 18,202.68	\$ 819,616.61
Paragon MSP LLC	\$ 3,125.00	\$ 25,000.00
Parrish Higa		\$ 149.00
Pat Bresnahan	\$ 4,500.00	\$ 4,500.00
Paul Cohen		\$ 98.00
Paul Gonzalez		\$ 146.00
Paul Mar		\$ 139.00
Paul Roberts		\$ 73.00
Paul Rodarte		\$ 208.00
Paul Scola		\$ 20.50
PBWS Architects, LLP		\$ 11,693.00
Pearison Incorporated (Band Shoppe)		\$ 1,422.65
PenServ Plan Services	\$ 33,801.68	\$ 267,859.37
Petri Byrd		\$ 1,000.00
Phase II Systems (Public Agency Retirement Services - PARS)	\$ 1,492.11	\$ 4,381.11
Phillip Galindo		\$ 97.00
Picture Perfect Graphics	\$ 1,962.00	\$ 4,405.41
Piece of Mind Care Services	\$ 199,972.40	\$ 818,713.40
Pinstripes, Inc.		\$ 14,297.85
Pitney Bowes		\$ 2,083.96
Poghos Baliyan		\$ 278.00
Poria Rakhsha		\$ 150.00
Porta Phone Company, Inc.		\$ 1,351.25
Porter Valley Country Club	\$ 3,206.08	\$ 5,343.50
PowerSchool Holdings LLC (PowerSchool Group LLC)		\$ 31,903.03
PPLSI	\$ 331.20	\$ 1,324.80
Privatizer Technologies, LLC	\$ 1,340.13	\$ 1,340.13
Pro-Ed, Inc.		\$ 83.00
Project Lead The Way, Inc.	\$ 7,140.77	\$ 12,804.67
ProjectRISEmusic.com LLC	\$ 2,750.00	\$ 2,750.00
PTM Document Systems, Inc.		\$ 1,085.12
Puja Savla		\$ 149.22
Purchase Power (Pitney Bowes)		\$ 1,633.78
Pyramid Pipe & Supply Co.		\$ 2,160.55
Rachel M Markenson		\$ 1,000.00
Rafael Bonilla		\$ 151.00
Rajan Dosaj	\$ 286.00	\$ 286.00
Ralph Jordan		\$ 146.00

El Camino Real Charter High School
Vendor YTD
April 2024

Vendor Name	Apr-24	YTD TOTAL
Ralph Peck	\$ 98.00	\$ 196.00
Randy Sreden		\$ 98.00
Rares Simedrea		\$ 13,500.00
Raudel Ramirez		\$ 86.46
Raul Flores		\$ 234.00
Ray Allen Holt	\$ 200.00	\$ 455.00
Ray Lombardo	\$ 98.00	\$ 312.00
Redondo Union High School		\$ 450.00
Rent-It		\$ 4,058.66
Republic Services, Inc. (Advanced Chemical Transport LLC		\$ 3,837.52
Respondus, Inc.		\$ 4,045.00
Restore Worldwide, Inc.		\$ 2,500.00
Ric Collingwood	\$ 294.00	\$ 294.00
Ricardo Jimenez		\$ 89.00
Richard Russell		\$ 241.56
Riverside Assessments, LLC (Riverside Insights)		\$ 1,369.98
Robert Jiron	\$ 98.00	\$ 196.00
Robert L Clayton III		\$ 73.00
Robert Neal Brannon		\$ 500.00
Robert Potter		\$ 98.00
Robert Ritter		\$ 139.00
Robolink, Inc.		\$ 11,656.62
Robotics Education and Competition Foundation, Inc		\$ 1,680.00
Robyn Lyon		\$ 1,107.13
Rockler Companies, Inc.		\$ 8,200.57
Roger Nelson	\$ 98.00	\$ 98.00
Ronald Cole		\$ 122.00
Ronald Flaherty		\$ 26,189.40
Rosalinda Montague	\$ -	\$ -
Roth Staffing Companies, LP	\$ 3,859.86	\$ 3,859.86
RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	\$ 4,925.00	\$ 49,700.00
Rudolph Nicolas Brown		\$ 443.56
Ruel Poticar		\$ 161.00
Ryan Fobel		\$ 234.00
Ryan Guinto	\$ 29.08	\$ 3,564.17
Sacramento County of Education		\$ 240.00
Sacred Heart High School (Cross Country)		\$ 480.00
Samira Sharifi		\$ 25.00
San Joaquin County Office of Education		\$ 1,200.00
San Pedro High School Student Body		\$ 186.04
Sandra Delgado		\$ 44.29
Santa Clara High School		\$ 475.00
Santa Monica Mountains Youth Cycling, Inc.		\$ 800.00
Sara Ramadan		\$ 89.00
Sarah Kwon		\$ 150.00
Savage, Adam	\$ 96.00	\$ 192.00
Savvas Learning Company LLC		\$ 334,616.26
Scenario Learning, LLC (Vector Solutions)		\$ 8,096.70
SCHEIB Pest Solutions inc	\$ 1,300.00	\$ 6,512.00
Scholastic, Inc	\$ 494.18	\$ 680.96

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
School Nurse Supply	\$ 792.25	\$ 1,239.28
School Services of California, Inc.		\$ 5,385.00
Scoot Education Inc	\$ 106,545.85	\$ 935,196.86
Scott Billbruck		\$ 1,200.00
Scott Harrold		\$ 208.00
SCSBOA		\$ 2,400.00
Sebastian Torres		\$ 85.00
Sedi Amirkhani		\$ 149.00
Seema Cecil		\$ 88.80
Self Insured Schools of California	\$ 354,692.07	\$ 3,598,108.75
Self Insured Schools of California - Flex Plan		\$ 4,249.80
Seraj Baghramian		\$ 78.00
Shahin Torosian		\$ 413.00
Shannon McDonald		\$ 139.92
Sharon Lenderman		\$ 25.00
Sharon Markenson		\$ 3,000.00
Sharp Remodeling Inc DbA Dr. Roof		\$ 24,502.50
Shay Diamant		\$ 85.00
Shayan Afzali		\$ 151.00
Sheikh, Adil		\$ 161.00
Sheraton Mission Valley		\$ 9,100.24
Sierra Ferrante		\$ 500.00
Simi Valley High School	\$ 600.00	\$ 1,550.00
Simone M Mueller		\$ 25,673.25
Simun Psychological Assessment Group PC		\$ 6,000.00
Sisters of Notre Dame - La Reina High School & Middle School		\$ 330.00
SJM Industrial Radio		\$ 395.00
Slam Jam Basketball		\$ 550.00
Sly Graphics Corp	\$ 349.68	\$ 5,003.30
Smart & Final	\$ 182.60	\$ 3,222.36
SoCal Yearbooks Workshop		\$ 2,115.00
SoCalGas	\$ 67.33	\$ 219.92
Soccer.com (Sports Endeavors, Inc.)		\$ 8,518.29
Softchoice Corporation		\$ 20,379.68
Solupay Merchant		\$ 6,192.76
Solutions TechNType Inc.		\$ 1,300.00
Sophia Pham		\$ 14.06
SOS Survival Products, Inc.	\$ 7,717.76	\$ 7,717.76
Southern California Journalism Education Association	\$ 375.00	\$ 375.00
Southern California News Group		\$ 3,250.00
Southern California Voccal Association		\$ 1,100.00
Spectrum Enterprise 4201		\$ 674.25
Spectrum Enterprise 7801	\$ 1,985.61	\$ 11,024.35
Splashtop Inc.		\$ 1,596.00
Sportboardz LLC		\$ 535.00
Sports Warehouse (Tennis Warehouse)		\$ 4,616.05
Sreeja Dorepally		\$ 500.00
St Francis High School		\$ 500.00
Staples Business Advantage		\$ 7,792.26
Stats Medic LLC		\$ 2,293.90

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
Stefanie Bero		\$ 1,114.48
Stephanie Bedran		\$ 7.50
Stephanie Cruz		\$ 176.00
Stephanie Franklin	\$ 3,544.13	\$ 11,553.60
Sterling Venue Ventures LLC (Canyon Club)		\$ 11,826.00
Steven Montalvo	\$ 178.00	\$ 276.00
Stonefire Grill		\$ 2,729.54
Sunway, Inc		\$ 1,958.95
SUSAN MOCHIRFATEMI		\$ 313.30
Suzanne Lee Schuster		\$ 318.90
Sweetwater Sound Inc.	\$ 362.71	\$ 81,807.13
Sylvia Yi		\$ 165.38
Tara Knight		\$ 431.80
Team Play Events		\$ 19,107.17
Ted Lamoureaux		\$ 122.00
Telemedia Trainco Holdings LLC (eFoodHandlers)		\$ 2,940.00
Terrence Littlefield		\$ 208.00
Tessondra Williams		\$ 234.00
Texas Life Insurance Company	\$ 658.41	\$ 7,457.94
The AmGraph Group	\$ 2,700.00	\$ 10,657.47
The Cleaning Company Inc. (Squeaky Cleaning)	\$ 395.00	\$ 395.00
The College Board		\$ 400.00
The Cruz Center		\$ 1,718.75
The Help Group-North Hills Prep School		\$ 50,278.26
The Home Depot Commercial Account	\$ 1.74	\$ 4,532.73
The Master's University and Seminary		\$ 600.00
The Memory Project		\$ 450.00
The Print Spot	\$ 4,450.83	\$ 15,907.65
The Ronald Reagan Presidential Foundation		\$ 1,254.30
The Shredders	\$ 248.00	\$ 2,817.00
The Webstaurant Store, Inc.		\$ 719.27
Thomas Praxedes		\$ 555.00
Thomas W. O'Mara Plumbing Inc		\$ 1,500.00
Thousand Oaks High School		\$ 900.00
Tina's Flower & Gifts		\$ 312.55
T-Mobile US, Inc.	\$ 8,399.50	\$ 16,961.84
TNI Architects Inc.		\$ 22,433.75
Tomik Baghramian		\$ 278.00
Tony Campos		\$ 122.00
Tony Crittendon		\$ 245.00
Total Education Solutions (TES Therapy)		\$ 1,452.50
TPW, Inc. (Super Worksheets(DBA), I know It(DBA)		\$ 375.00
Training Industry, Inc		\$ 1,895.00
Triad Sports Group Inc (Bownet Sports, ICE20)		\$ 1,156.04
Trophyman/Best Buy Trophy		\$ 974.56
Troy E Allen		\$ 1,000.00
Turf Team, Inc.		\$ 38,796.00
Turnitin, LLC		\$ 38,700.00
Ty Green		\$ 73.00
Tyler Trapani		\$ 246.38

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
Tyrone Clark		\$ 122.00
U.S Bank PARS Account #6746022400	\$ 3,293.08	\$ 18,265.28
U.S. Bank National Association	\$ 29,150.73	\$ 219,343.46
U.S. Bank National Association (OPEB)	\$ 220,000.00	\$ 2,200,000.00
UC Regents (UCLA)		\$ 500.00
UCLA Extension		\$ 2,100.00
ULINE, INC.		\$ 11,670.93
Underwood Family Farms		\$ 360.00
United Rentals (North America), INC		\$ 5,320.32
United States Academic Decathlon		\$ 1,953.38
UTLA	\$ 16,954.44	\$ 157,283.81
Valencia High School		\$ 550.00
Valley High School and Learning Cetner, Inc.	\$ 2,163.38	\$ 2,163.38
Valley Industry Commerce Association		\$ 1,300.00
Van Nuys HS		\$ 240.00
Vania Rodriguez		\$ 70.69
Varsity Spirit Fashions		\$ 10,939.76
Ventura County Office of Education Business	\$ 1,000.00	\$ 23,825.00
Verizon Wireless	\$ 5,093.51	\$ 6,347.84
Veronica Ocana	\$ 2,852.69	\$ 10,596.92
Vex Robotics, Inc		\$ 2,173.23
Victor Balderas		\$ 234.00
Victor Garay		\$ 159.30
Victor Garay		\$ 120.40
Victory Team Apparel, INC (OMNI CHEER)		\$ 380.74
Vidigami Inc. (Picaboo Yearbooks)		\$ 129.61
Village Christian		\$ 675.00
Vincent Ramirez		\$ 299.00
Vista Paint Corporation	\$ 151.98	\$ 2,856.71
Vynell Henderson		\$ 210.00
Wall Brothers Construction, Inc.	\$ 10,000.00	\$ 34,300.00
Wallwisher, Inc. (Padlet)		\$ 1,250.00
Walsworth Yearbooks		\$ 600.00
Wendy Rivera		\$ 73.00
Wenger Corporation		\$ 8,349.71
Wes Charek (Wespower Electrical, Inc.)	\$ 7,125.84	\$ 7,125.84
Wespac Plan Services, LLC		\$ 250.00
West Hills Communication Corp		\$ 1,415.13
West Music Company, Inc DBA Percussion Source	\$ 275.21	\$ 2,219.74
West Ranch High School Band Boosters	\$ 250.00	\$ 250.00
Westlake High School		\$ 564.80
White's Studios, Inc.	\$ 248.15	\$ 3,299.79
Wilfred Molina		\$ 88.00
Will Geer's Theatricum Botanicum		\$ 1,087.50
Will Shill		\$ 84.00
William Cheriegate		\$ 295.00
William Wong		\$ 700.00
Winter Guard Association of Southern California		\$ 725.00
Winter Guard International (WGI Sport of the Arts)		\$ 545.00
WM Corporate services, INC	\$ 900.71	\$ 8,904.21

**El Camino Real Charter High School
Vendor YTD
April 2024**

Vendor Name	Apr-24	YTD TOTAL
Wolcott, Chuck		\$ 83.00
Woodbridge High School		\$ 550.00
Woodland Hills Country Club	\$ 3,981.15	\$ 11,752.73
Wooly Learning, Inc. (Senor Wooly)		\$ 810.00
World Unispec		\$ 12,029.85
WorldStrides Specialty Travel Programs		\$ 148,392.00
Xavier Deckard		\$ 123.00
Yantzer brothers heating and air inc		\$ 28,249.37
Youth Communication New York Center, Inc.	\$ 55.00	\$ 55.00
Zach Kozek	\$ 116.00	\$ 214.00
Zevy Malmeth		\$ 8,340.00
Ziat Zahur		\$ 178.07
Grand Total	\$ 1,724,612.75	\$ 18,924,707.90

2.5928	1.039	2.6939	98886	266390.894
4.255	1.039	4.4209	151114	668066.683
			3904	17259.3693
				951716.946

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Coversheet

Discussion and Vote on April 2024, Credit Card Charges

Section: II. Consent
Item: C. Discussion and Vote on April 2024, Credit Card Charges
Purpose: Vote
Submitted by:
Related Material: II.C - Credit Card - April 2024_revised.pdf

Credit Card Transactions - 3/26/24 to 4/24/24

Date	PO#	Vendor	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
2024/03/26	PO 10713	365 DISPOSAL AND RECYCLIN	40 Yard Dumpster for Media Center Décor & Furniture Installation	DAVID HUSSEY	R GUIINTO	\$575.00	General Operations	Rentals
2024/03/26	PO 10713	365 DISPOSAL AND RECYCLIN	40 Yard Dumpster for Media Center Décor & Furniture Installation	DAVID HUSSEY	R GUIINTO	\$500.00	General Operations	Rentals
2024/03/27	PO 10813	FIVERR	Board meeting transcription	DAVID HUSSEY	R GUIINTO	\$94.95	General Operations	Non Instructional Consulting
2024/03/26	PO 10811	SOCAL NEWSPAPER GRP ADV	Bid Advertising	DAVID HUSSEY	R GUIINTO	\$647.84	General Operations	Advertisement
2024/03/28	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$56.62	CTE	Instructional Supplies
2024/03/28		YOUCANBOOK.ME	Admissions Calendar	DAVID HUSSEY	A RIOS	\$134.40	General Operations	Subscriptions
2024/04/01	PO 9626	AGUAVIDA PREMIUM WATER	Staff water	DAVID HUSSEY	J CAMP	\$270.49	General Operations	Supplies
2024/04/04	PO10778	CUSTOMINK LLC	Student Council Gear	DAVID HUSSEY	L SHANO	\$2,300.63	Trust/Asb	ASB Supplies
2024/04/04	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$551.62	CTE	Instructional Supplies
2024/04/04	PO 10713	365 DISPOSAL AND RECYCLIN	40 Yard Dumpster for Media Center Décor & Furniture Installation	DAVID HUSSEY	R GUIINTO	(\$57.60)	General Operations	Rentals
2024/04/09	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$439.15	CTE	Instructional Supplies
2024/04/10	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$190.98	CTE	Instructional Supplies
2024/04/10		SOCAL NEWSPAPER GRP ADV	Bid Advertising	DAVID HUSSEY	R GUIINTO	\$704.83	General Operations	Advertisement
2024/04/11	PO10863	STRIPE TERMINAL	Credit Card Payment Machine	DAVID HUSSEY	F DELGADO	\$1,335.24	General Operations	Non Instructional Supplies
2024/04/13	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	R GUIINTO	\$531.65	CTE	Instructional Supplies
2024/04/13	PO10851	4TE*FACILITRON	Pool Rental	DAVID HUSSEY	J CONTRERAS	\$843.95	General Athletics	Rentals
2024/04/15	PO10296	FACEBK MHEPZ2URQ2	Digital ads for open enrollment	DAVID HUSSEY	R COVARRUBIAS	\$576.00	General Operations	Marketing
2024/04/15	PO 9626	AGUAVIDA PREMIUM WATER	Staff water	DAVID HUSSEY	J CAMP	\$270.49	General Operations	Supplies
2024/04/14	PO11169	AVIS RENT-A-CAR	Step Team Competition	DAVID HUSSEY	E.COLEMAN	\$108.57	Trust/ASB	ASB Field Trips
2024/04/12	PO10709	THE HOME DEPOT #6632	Custodial Supplies	DAVID HUSSEY	U DUARTE	\$69.82	General Operations	Supplies
2024/04/17	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$357.85	CTE	Instructional Supplies
2024/04/19	PO10912	WWW.IHG.COM	Dril Team	DAVID HUSSEY	K.THUROW	\$1,797.12	Trust/Drill Team	Field Trips
2024/04/19	PO10994	BD PERFORMING ARTS	MARCHING BAND COMPETITION	DAVID HUSSEY	K.THUROW	\$975.00	Trust/Marching Band	Field Trips
2024/04/21	PO11181	AVIS RENT-A-CAR	History day	DAVID HUSSEY	M RAZOR	\$258.40	Title II	Conference
2024/04/18	PO10976	HOMEDEPOT.COM	Custodial	DAVID HUSSEY	U DUARTE	\$359.16	General Operations	Supplies
2024/04/21	PO11180	HILTONSAC ARDEN W-ROOM	History day	DAVID HUSSEY	M.RAYZOR	\$356.66	Title II	Conference
2024/04/21	PO11180	HILTONSAC ARDEN W-ROOM	History day	DAVID HUSSEY	M.RAYZOR	\$356.66	Title II	Conference
2024/04/22	PO11178	AVIS RENT-A-CAR	NJROTC Competition - Orlando FL	DAVID HUSSEY	NJROTC	\$1,202.53	Trust - NJROTC	Field Trips
2024/04/22	PO10202	THE HOME DEPOT #6632	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$1,080.98	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$173.83	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$332.66	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$174.12	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$325.22	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$385.33	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$42.57	CTE	Instructional Supplies
2024/04/23	PO10202	HOMEDEPOT.COM	Woodshop	DAVID HUSSEY	J FRIEDBERG	\$550.19	CTE	Instructional Supplies
					HUSSEY TOTAL	\$ 18,872.91		
2024/03/27	PO10820	SOUTHWES 5262273556356	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/03/27	PO10820	SOUTHWES 5262273556355	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/03/27	PO10820	SOUTHWES 5262273556354	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/03/27	PO10820	SOUTHWES 5262273556353	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/03/27	PO10820	SOUTHWES 5262273556352	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/03/27	PO10820	SOUTHWES 5262273556351	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/03/27	PO10820	SOUTHWES 5262273556350	NJROTC Competition - Orlando, FL	GREGORY WOOD	R FLAHERTY	\$819.95	Trust - NJROTC	Field Trips
2024/04/01	PO10911	SOCIETYFORHUMANRESOURCE	SHRM Membership	GREGORY WOOD	V RODRIGUEZ	\$264.00	General Operations	Subscriptions



EL Camino Real Charter High School - Special Board meeting - Agenda - Wednesday May 22, 2024 at 5:30 PM
 P.O. BOX 6343
 FARGO ND 58125-6343



ACCOUNT NUMBER
STATEMENT DATE 04-25-2024
AMOUNT DUE \$42,417.11
NEW BALANCE \$42,417.11
 PAYMENT DUE ON RECEIPT

000002459 01 SP 106481022410054 S
 EL CAMINO REAL CHS
 ATTN DAVID HUSSEY
 5440 VALLEY CIRCLE BLVD
 WOODLAND HILLS CA 91367-5949

AMOUNT ENCLOSED
 \$

Please make check payable to "U.S. Bank"

U.S. BANK CORPORATE PAYMENT SYSTEMS
 P.O. BOX 790428
 ST. LOUIS, MO 63179-0428

4866914555526539 004241711 004241711

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

EL CAMINO REAL CHS	Previous Balance	Purchases And Other Charges	Cash Advances	Cash Advance Fees	Cash Late Payment Charges	Credits	Payments	New Balance
Company Total	\$60,155.36	\$43,669.69	\$0.00	\$0.00	\$0.00	\$57.60	\$61,350.34	\$42,417.11

CORPORATE ACCOUNT ACTIVITY

EL CAMINO REAL CHS				TOTAL CORPORATE ACTIVITY	
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
				\$61,350.34 CR	
03-27	03-27	74798264087000000000017	ELECTRONIC PYMT THANK YOU00000 A	32,199.61 PY	
04-15	04-15	74798264106000000000014	ELECTRONIC PYMT THANK YOU00000 A	29,150.73 PY	

NEW ACTIVITY

DAVID HUSSEY							
Post Date	Tran Date	Reference Number	Transaction Description	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
				\$57.60	\$18,930.51	\$0.00	\$18,872.91
03-27	03-26	24013394086003110147983	365 DISPOSAL AND RECYCLIN 888-4830836 CA				575.00
03-27	03-26	24013394086003110148056	365 DISPOSAL AND RECYCLIN 888-4830836 CA				500.00
03-27	03-27	24492154087717192208788	FIVERR 954-368-2267 NY				94.95
03-27	03-26	24493984087083223408957	SOCAL NEWSPAPER GRP ADV 888-454-9588 CA				647.84

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER

ACCOUNT SUMMARY

STATEMENT DATE

DISPUTED AMOUNT

04/25/24

.00

PREVIOUS BALANCE 60,155.36

PURCHASES & OTHER CHARGES 43,669.69

CASH ADVANCES .00

CASH ADVANCE FEES .00

LATE PAYMENT CHARGES .00

CREDITS 57.60

PAYMENTS 61,350.34

AMOUNT DUE

42,417.11

ACCOUNT BALANCE 42,417.11

SEND BILLING INQUIRIES TO:

U.S. Bank National Association

C/O U.S. Bancorp Purchasing Card Program
 P.O. Box 6335
 Fargo, ND 58125-6335



Company Name: EL CAMINO REAL CHS
Corporate Account Number:
Statement Date: 04-25-2024

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-29	03-28	24231684088083752477425	SMARTANDFINAL 324 510-851-8548 CA	56.62
03-29	03-28	74208474088000032369321	YOU CAN BOOK.ME BEDFORD	134.40
04-01	04-01	24692164092102483796777	AGUAVIDA PREMIUM WATER 747-444-9637 CA	270.49
04-04	04-04	24492154095713530158496	CUSTOMINK LLC 800-293-4232 VA	2,300.63
04-05	04-04	24231684095083173403696	SMARTANDFINAL 324 510-851-8548 CA	551.62
04-08	04-04	74013394095000448034754	365 DISPOSAL AND RECYCLIN SUN VALLEY CA	57.60 CR
04-10	04-09	24231684100083175312559	SMARTANDFINAL 324 510-851-8548 CA	439.15
04-11	04-10	24231684101083213423045	SMARTANDFINAL 324 510-851-8548 CA	190.98
04-11	04-10	24493984102083215501711	SOCAL NEWSPAPER GRP ADV 888-454-9588 CA	704.83
04-12	04-11	24492164103000000065396	STRIPE TERMINAL HTTPSSTRI.PE CA	1,335.24
04-15	04-13	24231684104083183417883	SMARTANDFINAL 324 510-851-8548 CA	531.65
04-15	04-13	24445004104200175114681	4TE*FACILITRON 800-272-2962 CA	843.95
04-15	04-15	24492154106719406705598	FACEBK MHEPZ2URQ2 650-543-4800 CA	576.00
04-15	04-15	24692164106101071666040	AGUAVIDA PREMIUM WATER 747-444-9637 CA	270.49
04-15	04-14	24941354106825721884225	AVIS RENT-A-CAR WOODLAND HILL CA U721884225	108.57
04-15	04-12	24943014104010184302615	THE HOME DEPOT #6632 WOODLAND HLS CA	69.82
04-18	04-17	24231684108083235301511	SMARTANDFINAL 324 510-851-8548 CA	357.85
04-22	04-19	24011344110000074557915	WWW.IHG.COM HTTPSWWW.IHG. CA opsntxoxe9nfg ARRIVAL: 04-19-24	1,797.12
04-22	04-19	24061064112030013475839	BD PERFORMING ARTS 925-689-4696 CA	975.00
04-22	04-21	24941354113825715659022	AVIS RENT-A-CAR SACRAMENTO CA U715659022	258.40
04-22	04-18	24943014110010188141441	HOMEDEPOT.COM 800-430-3376 GA	359.16
04-23	04-21	24692164113107374486318	HILTONSAC ARDEN W-ROOM SACRAMENTO CA 134257 ARRIVAL: 04-19-24	356.66
04-23	04-21	24692164113107374486573	HILTONSAC ARDEN W-ROOM SACRAMENTO CA 134257 ARRIVAL: 04-19-24	356.66
04-23	04-22	24941354114825724535915	AVIS RENT-A-CAR ORLANDO FL U724535910	1,202.53
04-24	04-22	24943014114010186041342	THE HOME DEPOT #6632 WOODLAND HLS CA	1,080.98
04-25	04-23	24943014115010188327714	HOMEDEPOT.COM 800-430-3376 GA	173.83
04-25	04-23	24943014115010189226782	HOMEDEPOT.COM 800-430-3376 GA	332.66
04-25	04-23	24943014115010190199135	HOMEDEPOT.COM 800-430-3376 GA	174.12
04-25	04-23	24943014115010190221335	HOMEDEPOT.COM 800-430-3376 GA	325.22
04-25	04-23	24943014115010190267650	HOMEDEPOT.COM 800-430-3376 GA	385.33
04-25	04-23	24943014115010191152828	HOMEDEPOT.COM 800-430-3376 GA	42.57
04-25	04-23	24943014115010191317983	HOMEDEPOT.COM 800-430-3376 GA	550.19

GREGORY WOOD	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	\$0.00	\$24,739.18	\$0.00	\$24,739.18

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-29	03-27	24692164088109859174592	SOUTHWES 5262273556356 800-435-9792 TX PALANI/SRUTHILAYA 04-18-24	819.95
03-29	03-27	24692164088109859174600	BUR WN R HOU WN R MCO WN Q LAS WN Q BUR SOUTHWES 5262273556355 800-435-9792 TX KAHN/PEARL 04-18-24	819.95
03-29	03-27	24692164088109859174618	BUR WN R HOU WN R MCO WN Q LAS WN Q BUR SOUTHWES 5262273556354 800-435-9792 TX NORMAN/DALTON 04-18-24	819.95
03-29	03-27	24692164088109859174626	BUR WN R HOU WN R MCO WN Q LAS WN Q BUR SOUTHWES 5262273556353 800-435-9792 TX MIRZAEI/VIYANA 04-18-24	819.95
03-29	03-27	24692164088109859174634	BUR WN R HOU WN R MCO WN Q LAS WN Q BUR SOUTHWES 5262273556352 800-435-9792 TX BRACA/NATHAN 04-18-24	819.95



Company Name: EL CAMINO REAL CHS
Corporate Account Number
Statement Date: 04-25-2024

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-29	03-27	24692164088109859174642	SOUTHWES 5262273556351 800-435-9792 TX FLAHERTY/RONALD 04-18-24	819.95
03-29	03-27	24692164088109859174659	BUR WN R HOU WN R MCO WN Q LAS WN Q BUR SOUTHWES 5262273556350 800-435-9792 TX KAHN/ALLYA 04-18-24	819.95
04-02	04-01	24436544093037648468404	BUR WN R HOU WN R MCO WN Q LAS WN Q BUR SOCIETYFORHUMANRESOURCE 800-2837476 VA	264.00
04-08	04-05	24011344096000067660179	NYLAS NYLAS.COM CA	495.78
04-09	04-08	24011344099000059607573	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	174.29
04-10	04-09	24445004100200146464573	4TE*FACILITRON 800-272-2962 CA	241.04
04-10	04-09	24717054101871010622564	DELTA AIR 0062225134834 ATLANTA GA FAROUG/MAYAHASH 05-22-24	739.04
04-10	04-09	24717054101871010622572	LAX DL K JFK DL K LAX DELTA AIR 0062225134836 ATLANTA GA RICHARDS/ANDREW 05-22-24	739.04
04-10	04-09	24717054101871010622580	LAX DL K JFK DL K LAX DELTA AIR 0062225134835 ATLANTA GA HORTON/SIENNA 05-22-24	739.04
04-10	04-09	24717054101871010622598	LAX DL K JFK DL K LAX DELTA AIR 0062225134837 ATLANTA GA WILLIAMS/HADASS 05-22-24	739.04
04-10	04-09	24717054101871010622606	LAX DL K JFK DL K LAX DELTA AIR 0062225134838 ATLANTA GA WILLIAMS/JOY 05-22-24	739.04
04-10	04-09	24717054101871010622614	LAX DL K JFK DL K LAX DELTA AIR 0062225134833 ATLANTA GA BROWN/EVONNEEMA 05-22-24	739.04
04-10	04-09	24717054101871010629569	LAX DL K JFK DL K LAX DELTA AIR 0062225132769 ATLANTA GA COLEMAN/EVANGRE 05-22-24	739.04
04-10	04-09	24717054101871010629577	LAX DL K JFK DL K LAX DELTA AIR 0062225132776 ATLANTA GA MARKARIAN/JOSHU 05-22-24	739.04
04-10	04-09	24717054101871010629585	LAX DL K JFK DL K LAX DELTA AIR 0062225132780 ATLANTA GA SMITH/AMAURIAHM 05-22-24	739.04
04-10	04-09	24717054101871010629593	LAX DL K JFK DL K LAX DELTA AIR 0062225132771 ATLANTA GA DEGUZMAN/KYLIE 05-22-24	739.04
04-10	04-09	24717054101871010629601	LAX DL K JFK DL K LAX DELTA AIR 0062225132766 ATLANTA GA BRIGGS/SYDNEYNI 05-22-24	739.04
04-10	04-09	24717054101871010629619	LAX DL K JFK DL K LAX DELTA AIR 0062225132775 ATLANTA GA MALCOM/KAILEEMA 05-22-24	739.04
04-10	04-09	24717054101871010629627	LAX DL K JFK DL K LAX DELTA AIR 0062225132772 ATLANTA GA DOUGLAS/DAYJANA 05-22-24	739.04
04-10	04-09	24717054101871010629635	LAX DL K JFK DL K LAX DELTA AIR 0062225132773 ATLANTA GA FINN/NAILAHSARA 05-22-24	739.04
04-10	04-09	24717054101871010629643	LAX DL K JFK DL K LAX DELTA AIR 0062225132777 ATLANTA GA MAYTI/BROOKE 05-22-24	739.04
04-10	04-09	24717054101871010629650	LAX DL K JFK DL K LAX DELTA AIR 0062225132774 ATLANTA GA GURLEY/TAWNYA 05-22-24	739.04
04-10	04-09	24717054101871010629668	LAX DL K JFK DL K LAX DELTA AIR 0062225132768 ATLANTA GA CHARLES/JENDAYI 05-22-24	739.04
04-10	04-09	24717054101871010629676	LAX DL K JFK DL K LAX DELTA AIR 0062225132779 ATLANTA GA RILEY/SAMARTHEO 05-22-24	739.04
			LAX DL K JFK DL K LAX	



Company Name: EL CAMINO REAL CHS
Corporate Account Number:
Statement Date: 04-25-2024

NEW ACTIVITY				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-10	04-09	24717054101871010629684	DELTA AIR 0062225132778 ATLANTA GA MCKNIGHT/MAKAYL 05-22-24 LAX DL K JFK DL K LAX	739.04
04-10	04-09	24717054101871010629692	DELTA AIR 0062225132770 ATLANTA GA DAUGHTRY/ANIAYA 05-22-24 LAX DL K JFK DL K LAX	739.04
04-10	04-09	24717054101871010629700	DELTA AIR 0062225132767 ATLANTA GA BURKEMAYNARD/LE 05-22-24 LAX DL K JFK DL K LAX	739.04
04-10	04-09	24717054101871010636861	DELTA AIR BOOKING FEE ATLANTA GA ECR STEP TEAM/B 0-0-0	420.00
04-11	04-10	24445004101200138465876	4TE*FACILITRON 800-272-2962 CA	368.80
04-11	04-10	24943004101200283700066	AIRPLUS REFRIGERATION 877-331-1260 CA	715.78
04-11	04-10	74609054102000000565543	MESSAGEBIRD AMSTERDAM	500.00
04-15	04-12	24793384103000605758072	MAILCHIMP 678-9990141 GA	300.00

Department: 00000 Total: \$43,612.09
 Division: 00000 Total: \$43,612.09

Coversheet

April 2024 Investment Update

Section: III. Finance
Item: A. April 2024 Investment Update
Purpose: Discuss
Submitted by:
Related Material: III.A - Investment Summary.pdf

**EL CAMINO REAL CHS
INVESTMENTS REVIEW
FISCAL YEAR 2023-2024**

2023-2024		Year End											Contributions				
		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	Executive Summary-OPEB					
OPEB Retiree Pmts.													\$25,338,317	Beginning Balance at 07/01/23			
Contributions		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	Month	\$ 2,024,712	OPEB Payments	\$ (357,311)	
OPEB Trust		\$ 25,338,317	\$ 26,140,771	\$ 25,898,513	\$ 25,152,135	\$ 24,774,752	\$ 26,689,583	\$ 28,134,451	\$ 28,328,506	\$ 29,089,947	\$ 29,881,380	\$ 29,205,718	-2.3%	\$29,205,718	YTD Contributions	\$ 2,200,000	
Investment Managers:		3.2%											Month	YTD	Gains/Losses	8.0%	Invest. Change
Polen Capital Mgt		\$ 1,228,208	\$ 1,282,809	\$ 1,268,478	\$ 1,186,134	\$ 1,176,727	\$ 697,699	\$ 720,647	\$ 749,990	\$ 782,958	\$ 780,831	\$ 738,231	-5.8%	\$600k xfer to Beacon Pt. 11/3/23			
Fiduciary Mgt		\$ 2,111,760	\$ 2,210,139	\$ 2,158,270	\$ 2,061,303	\$ 2,005,500	\$ 2,187,516	\$ 2,324,288	\$ 2,307,789	\$ 2,397,531	\$ 2,523,515	\$ 2,454,857	-2.8%				
Beacon Pointe		\$ 21,998,349	\$ 22,647,823	\$ 22,479,169	\$ 21,904,576	\$ 21,592,525	\$ 23,804,367	\$ 25,089,516	\$ 25,270,727	\$ 25,909,458	\$ 26,577,035	\$ 26,012,630	-2.2%				
El Camino Real CHS General													Month	YTD			
Investment Managers:													Month	YTD			
Polen Capital Mgt		\$ 153,339	\$ 160,075	\$ 158,299	\$ 148,043	\$ 146,806	\$ 164,062	\$ 169,481	\$ 178,433	\$ 184,203	\$ 183,688	\$ 173,574	-5.8%	16.8%			
Fiduciary Mgt		\$ 381,173	\$ 398,829	\$ 389,413	\$ 371,924	\$ 361,793	\$ 394,606	\$ 419,220	\$ 416,546	\$ 432,395	\$ 455,086	\$ 442,649	-2.8%	11.8%			
Beacon Pointe		\$ 5,709,255	\$ 5,763,124	\$ 5,718,002	\$ 5,587,397	\$ 5,505,642	\$ 5,767,959	\$ 5,992,174	\$ 5,998,483	\$ 5,999,009	\$ 6,087,497	\$ 5,928,667	-2.7%	4.8%			
US Bank Holdings		\$ 6,243,767	\$ 6,322,028	\$ 6,265,714	\$ 6,107,364	\$ 6,014,242	\$ 6,326,628	\$ 6,580,874	\$ 6,587,394	\$ 6,598,102	\$ 6,721,565	\$ 6,544,890	-2.7%	1.3%			
Annuity 3 Yr. (8/26)Fixed @ 4.80%		Midland	\$ 401,217	\$ 401,947	\$ 402,656	\$ 404,514	\$ 405,972	\$ 407,740	\$ 409,257	\$ 410,991	\$ 412,573	\$ 414,321	\$ 415,757	0.4%	1.6%		
3 Yr. (10/25)@ 4.89%		CNB /T-Bill	\$ 395,962	\$ 396,654	\$ 397,263	\$ 397,636	\$ 395,577	\$ 400,838	\$ 405,094	\$ 406,815	\$ 405,576	\$ 394,060	\$ 404,975	0.4%	1.2%		
		Combined	\$ 7,040,946	\$ 7,120,629	\$ 7,065,633	\$ 6,909,514	\$ 6,815,790	\$ 7,135,206	\$ 7,395,225	\$ 7,405,200	\$ 7,416,251	\$ 7,529,946	\$ 7,365,621	0.1%	1.3%		
Month End -Combined		\$ 32,379,263	\$ 33,261,400	\$ 32,964,146	\$ 32,061,649	\$ 31,590,543	\$ 33,824,788	\$ 35,529,676	\$ 35,733,706	\$ 36,506,198	\$ 37,411,326	\$ 36,571,339	-2.3%				

*- Being replaced with 2 Yr 4.89% T-Bill in 10/23

Coversheet

April 2024 Financial Update

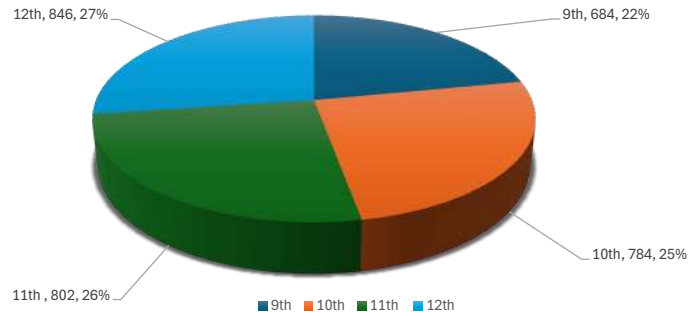
Section: III. Finance
Item: B. April 2024 Financial Update
Purpose: Discuss
Submitted by:
Related Material: III.B - Cafeteria Update - Apr 2024.pdf
III.B - Month 8 ADA.pdf

**ECRCHS Cafeteria
Financial Summary
SY 2024**

Beginning Balance	\$ 198,728.80											34.5%		
# of Serving Days	NA	13	18	22	16	16	11	20	16	20	152		180	
# of Instructional Days	NA	13	18	22	16	16	11	20	16	20	179	Projected	BUDGET	
Month	July-23	August-23	September-23	October-23	November-23	December-23	January-24	February-24	March-24	April-24	FY 2024	FY24	FY 2024	
Students Approved for FRPM	211	989	947	986	564	564	557	553	1,066	1,066	1,066			
Breakfast Count	233	9,041	16,698	22,280	16,203	13,585	10,631	20,952	17,034	20,388	146,812	173,856		
Lunch Count	1,763	13,298	21,317	26,765	19,560	18,043	12,821	23,797	18,181	23,371	177,153	209,786		
Total Meals Served	1,996	22,339	38,015	49,045	35,763	31,628	23,452	44,749	35,215	43,759	323,965	383,643	-	
Avg. Meals/Day 23-24	-	1,718	2,112	2,229	2,235	1,977	2,132	2,237	2,201	2,188	2,131	2,131	-	
Avg Meals/Day 22-23	-	1,874	2,226	2,392	2,394	2,070	2,311	2,246	2,388	2,314	2,246			
												-5.12%		
REVENUE:														
Federal Reimbursement	\$ 3,525	\$ 27,412	\$ 47,129	\$ 41,392	\$ 34,818	\$ 31,493	\$ 23,196	\$ 43,978	\$ 34,262	\$ 43,107	\$ 330,312	\$ 391,159	\$ 797,854	
State Reimbursement	\$ 6,573	\$ 72,419	\$ 120,066	\$ 172,392	\$ 121,460	\$ 108,242	\$ 79,273	\$ 150,177	\$ 117,409	\$ 146,959	\$ 1,094,971	\$ 1,296,676	\$ 1,338,854	
Total CNIPS Claim	\$ 10,098	\$ 99,831	\$ 167,195	\$ 213,784	\$ 156,278	\$ 139,735	\$ 102,469	\$ 194,155	\$ 151,671	\$ 190,066	\$ 1,425,283	\$ 1,687,835	\$ 2,136,708	
Snacks/Seconds	\$ 462	\$ 6,032	\$ 7,191	\$ 7,217	\$ 4,146	\$ 3,130	\$ 2,650	\$ 4,051	\$ 3,161	\$ 3,647	\$ 41,686	\$ 49,365	\$ 85,919	
Adult Meals	\$ -	\$ 1,104	\$ 1,147	\$ 2,101	\$ 1,340	\$ 927	\$ 1,056	\$ 2,273	\$ 1,683	\$ 2,208	\$ 13,839	\$ 16,389	\$ 27,828	
Total A La Carte	\$ 462	\$ 7,136	\$ 8,338	\$ 9,318	\$ 5,486	\$ 4,057	\$ 3,706	\$ 6,324	\$ 4,844	\$ 5,855	\$ 55,526	\$ 65,754	\$ 113,747	
Total Revenue	\$ 10,560	\$ 106,967	\$ 175,534	\$ 223,102	\$ 161,763	\$ 143,792	\$ 106,175	\$ 200,479	\$ 156,515	\$ 195,921	\$ 1,480,808	\$ 1,753,588	\$ 2,250,455	
EXPENSES:														
Chartwells - Food Cost (54%)	\$ 5,004.74	\$ 47,067	\$ 76,862	\$ 96,594	\$ 70,048	\$ 62,246	\$ 45,819	\$ 86,822.35	\$ 67,574	\$ 84,542	\$ 642,579	\$ 760,948	\$ 409,449	
Chartwells - Labor Cost (46%)	\$ 4,263.29	\$ 40,094	\$ 65,475	\$ 82,284	\$ 59,670	\$ 53,025	\$ 39,031	\$ 73,959.78	\$ 57,563	\$ 72,017	\$ 547,382	\$ 648,215	\$ 506,544	
Chartwells Invoice -Gross	\$ 9,268	\$ 87,160	\$ 142,337	\$ 178,878	\$ 129,718	\$ 115,271	\$ 84,850	\$ 160,782.13	\$ 125,138	\$ 156,559	\$ 1,189,961	\$ 1,409,164	\$ 915,993	
Commodities Credit	\$ -	\$ (2,863)						\$ (9,023.11)			\$ (11,886)	\$ (14,076)		
Chartwells Invoice-NET	\$ 9,268	\$ 84,297	\$ 142,337	\$ 178,878	\$ 129,718	\$ 115,271	\$ 84,850	\$ 151,759	\$ 125,138	\$ 156,559	\$ 1,178,074	\$ 1,395,088	\$ 915,993	
FDP/USDA - Food Shipping Invoice											\$ -	\$ -		
Salary Expense	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 1,780	\$ 17,800	\$ 19,583	\$ 19,583	
Other Expense (repairs/operations)		\$ 4,121	\$ 106	\$ 11,319	\$ 4,263	\$ 2,436	\$ -	\$ 4,216	\$ 2,305	\$ 22,245	\$ 26,343	\$ 20,000		
Total Expense (Before Investments)	\$ 11,048	\$ 90,199	\$ 144,117	\$ 180,763	\$ 142,818	\$ 121,314	\$ 89,066	\$ 153,539	\$ 131,134	\$ 160,644	\$ 1,218,120			
Net Gain/Loss - Before Investments	\$ (488)	\$ 16,769	\$ 31,417	\$ 3,988	\$ 18,946	\$ 22,478	\$ 17,110	\$ 46,940	\$ 31,377	\$ 35,277	\$ 262,688	\$ 242,191	\$ 1,314,879	
Net Per Meal (before investments)	(0.24)	\$ 0.75	\$ 0.83	\$ 0.08	\$ 0.53	\$ 0.71	\$ 0.73	\$ 1.05	\$ 0.89	\$ 0.81				
Cafeteria Infrastructure Investments	\$ 21,085	\$ -	\$ 38,350	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 59,435	\$ 70,384	\$ 200,000	
Total Expense (w/investments)	\$ 32,133	\$ 90,199	\$ 144,117	\$ 219,113	\$ 142,818	\$ 121,314	\$ 89,066	\$ 153,539	\$ 131,134	\$ 160,644	\$ 1,284,076	\$ 1,511,398	\$ 935,576	
Net Gain/Loss - After Investments	\$ (21,573)	\$ 16,769	\$ 31,417	\$ 3,988	\$ 18,946	\$ 22,478	\$ 17,110	\$ 46,940	\$ 25,381	\$ 35,277	\$ 203,253			
Net Per Meal (after investments)	(10.81)	0.75	0.83	0.08	0.53	0.71	0.73	1.05	0.72	0.81				

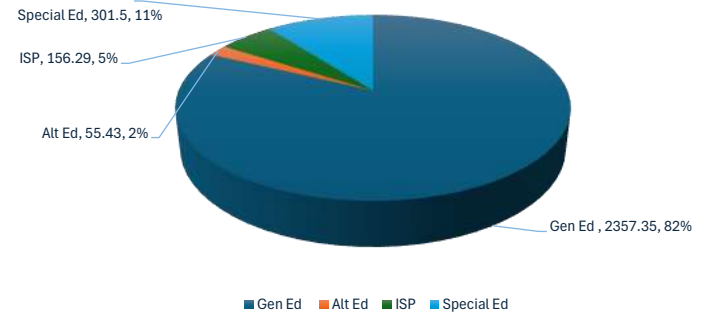
ECRCHS - Month 8 Attendance Comparison

ECRCHS - Apr 2024 Enrollment



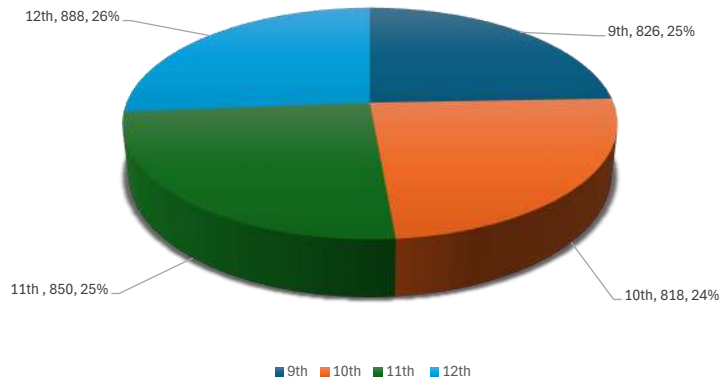
Grade	9th	10th	11th	12th	Total
April 2024 Enrollment	684	784	802	846	3116

ECRCHS - Apr 2024 ADA By Type



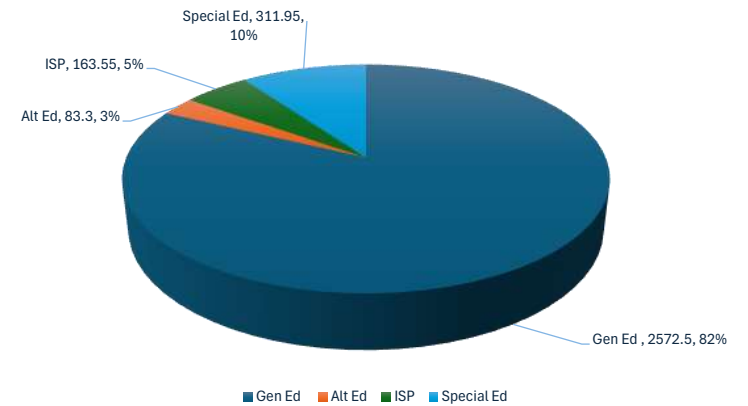
Grade	Gen Ed	Alt Ed	ISP	Special Ed	Total
Apr 2024 ADA	2357.35	55.43	156.29	301.5	2870.57

ECRCHS - Apr 2023 Enrollment



Grade	9th	10th	11th	12th	Total
Apr 2023 Enrollment	826	818	850	888	3382

ECRCHS - Apr 2023 ADA by Type



Type	Gen Ed	Alt Ed	ISP	Special Ed	Total
Apr 2023 ADA	2572.5	83.3	163.55	311.95	3131.3

Coversheet

Discussion and Vote to Approve the 24-25 Instructional Materials (IMA) Budget

Section: III. Finance
Item: C. Discussion and Vote to Approve the 24-25 Instructional Materials (IMA)
Budget
Purpose: Vote
Submitted by:
Related Material: III.C - Master IMA - 24-25_revised.pdf

**ECR
IMA Requests**

Department	IMA Requested	Admin Team Recommended	Comments
Alt Ed	\$ 4,600.00		moved guest speakers to instructional consulting
Athletics	\$ -		
Business Technology	\$ -		
Career/Voc Ed/Arts	\$ 77,500.00		CTE funds eligible for department, moved computer lab requests to technology
Counseling	\$ -		
English	\$ 6,930.00		
Health & Life Skills	\$ 1,000.00		
Independent Studies	\$ 10,000.00		
P.E	\$ 6,000.00		
Math	\$ -		
Military Science -ROTC	\$ -		
Science	\$ 54,000.00		
Social Studies	\$ 10,000.00		
Special Education	\$ 22,300.00		
VAPA	\$ 64,050.00		moved pit band stipends and choreographers to instructional consulting
World Languages	\$ 3,850.00		
Master Schedule Adj	\$ 39,034.50		
Total	\$ 299,264.50	\$ -	
Resource Breakdown:			
General Fund	\$ 182,164.50	\$ -	
Special Ed	\$ 22,300.00	\$ -	
CTE/Perkins	\$ 68,300.00	\$ -	see yellow expenses on CTE tab
Arts/Music Block Grant	\$ 26,500.00		see yellow expenses on VAPA tab

DEPARTMENT #

CTE/Career Vocational Arts	Melissa Charters B12 Nicole Gamez B10 Jacob Friedberg S8
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 77,500.00	TOTAL AMOUNT
--------------	--------------

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1	Culinary (Costco) Instructional Supplies, includes various supplies for labs and class activities. (Gamez)	\$ 2,000.00		Ingredients and equipment requires for labs that is not available in bulk at smart and final		
2	Culinary-Smart and Final (Gamez)	\$ 24,000.00		Board approved card for class materials for various labs and units		
3	Culinary-The Webstaurant store (Gamez)	\$ 3,500.00		Replish Equipment, update freezer, etc		
4	Culinary-Amazon (Gamez)	\$ 3,000.00		ingredients and speciality equipment not available at smart and final and costco, such as special international ingredients for varied instruction in cultural cuisine.		
5	Culinary-Careers through Culinary Arts Program (CCAP) Fee (Gamez)	\$ 4,000.00		Students can compete against 30 other schools for scholarships, have access to summer job training, job shadow opportunities and internships in restaurants.		
6	Hardwood Specialties (Friedberg)	\$ 18,000.00		Lumbar for Woodshop Class Projects		
7	Amazon - Friedberg	\$ 3,000.00		For Woodshop Class		
8	Home Depot (Friedberg)	\$ 4,000.00		For Woodshop Class		

DEPARTMENT #

CTE/Career Vocational Arts	Melissa Charters B12 Nicole Gamez B10 Jacob Friedberg S8
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 77,500.00	TOTAL AMOUNT
--------------	--------------

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
9	FCCLA Tshirts and ECR Local Chapter Supplies CTSO (Charters)	\$ 3,000.00		FCCLA Chapter Tshirts and Supplies for Chapter Activities and Competitions		
10	OSHA Certificates	\$ 3,500.00				
11	Lyon-Desktop Computers	\$ -			moved to tech -\$46K	
12	Gamez-Food Handlers Cards	\$ 2,800.00				
13	Alyssa-External Harddrives (30)	\$ 2,700.00				
14	Rodriguez-Computer Lab	\$ -			moved to tech -\$42K	
15	Rodriguez-ALP-Avid Learning Partner	\$ 4,000.00				
16						

DEPARTMENT #

CTE/Career Vocational Arts	Melissa Charters B12 Nicole Gamez B10 Jacob Friedberg S8
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APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 77,500.00	TOTAL AMOUNT
--------------	--------------

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
17						
18	Total	\$ 77,500.00	\$ -			

DEPARTMENT #

English



APPROVED BY:

ADMINISTRATOR

APPROVED BY:

FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 6,930.00

TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1 Staples Classroom Supplies Funding for this request is based on \$330 per English Teacher (21 teachers) \$366 x 21 teachers = \$6,930	\$ 6,930.00		Teachers need basic supplies to meet the instructional needs of their students. The request provides a modest \$183 per teacher per semester.	Meets basic student instructional needs.	
2					
Total	\$ 6,930.00	\$ -			

DEPARTMENT #

Flex Program



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 4,600.00 TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY	Comments/Notes (For Finance Use only)
1	office and classroom supplies	\$ 3,200.00		School supplies for 2024-2025 school year	Necessary supplies to run the school		
2	science materials	\$ 1,000.00		Science activity supplies for new curriculum in Biology and Chemistry	Required to supplies to provide a hands-on learning experience		
3	Art supplies	\$ 400.00		Annual expense for consumable art supplies	Required supplies to offer various art electives		
4	guest speakers - 2 per semester	\$ -		The program would like to begin to bring in guest speakers to motivate the flex students and inform them of post secondary opportunities	Hopefully, this will positively impact post secondary outcomes for our students		move to instructional consulting - \$2K
5							
	Total	\$ 4,600.00	\$ -				

DEPARTMENT #

Health/CCR



APPROVED BY:

ADMINISTRATOR

APPROVED BY:

FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 1,000.00

TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
Miscellaneous office supplies for 3 teachers. I am erring on the high side. It would probably be less.	\$ 1,000.00		Ordering necessary supplies for the department as needed.	Instructional materials allow instructors to illustrate concepts and provide the necessary tools for student learning.	
Total	\$ 1,000.00	\$ -			

DEPARTMENT	#
Independent Studies	



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 10,000.00	TOTAL AMOUNT
--------------	--------------

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1 Office Supplies (post-it notes, pens, paper, whiteboard markers, highlighters, file folder, labels, envelopes, binders, cleaning supplies, wipes, wall hooks, hanging strips, poster holder, design craft class supplies)	\$ 5,000.00	School supplies for 2024 - 2025 School Year	Necessary supplies to run the school	
2 Lab supplies (chemicals, biology supplies such as owl pellets, materials listed in Accelerate syllabus, 3D printer filament)	\$ 5,000.00	IS science teacher holds multiple in-person labs per semester	Required supplies for science labs for students enrolled in science courses	
3				
Total	\$10,000.00			

DEPARTMENT	#
Physical Education	



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$6,000	TOTAL AMOUNT
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Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1 Sports Equipment for PE Instruction: Gopher, Amazon, BSN, LAUSD	\$3,000	Pickleball rackets, balls, hockey sticks, other sports equipment.		
2 Equipment for Fitness and Cardio	\$3,000	Stationary bikes (Also athletic budget for period 6), Weights, fitness based equipment		
3				
Total	\$ 6,000.00			

DEPARTMENT #

Science



APPROVED BY: _____

ADMINISTRATOR

APPROVED BY: _____

FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 54,000.00 TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1	Lab Supplies	\$25,000.00		To enhance student learning.	Hands-on activities for students to promote engagement, concrete connections to abstract concepts, and hands-on experience with lab techniques.	
2	Classroom Supplies	\$ 6,000.00		To enhance student learning.	Consumables to support and supplement instruction in the classroom	
3	Physiology Dissection supplies (for 2 years for 6 classes of 40/per year)	\$ 9,000.00		8 packs chicken wings, 65 sheep brains, 65 cow eyes, 65 sheep hearts, 65 fetal pigs per year, gloves	Hands-on activities for students to promote engagement, concrete connections to abstract concepts, and hands-on experience with lab techniques.	
4	Biomedical Sciences course	\$ 8,000.00		Includes consumables such as resupply of gel electrophoresis, gloves		
5	Physics Lab Supplies	\$ 1,000.00		Includes 3D printer Fillament replacement. Perishables include batteries, electrical wire, electrical tape, eggs and oil.	Consumables support and supplement classroom instruction.	
6	Access to journals and science Fair equipment	\$ 5,000.00		allow students to accesses advance academic journals and rigorous content for science fair project		
7						
	Total	\$54,000.00	\$ -			

DEPARTMENT	#
Social Studies	



APPROVED BY: _____
ADMINISTRATOR

APPROVED BY: _____
FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 10,000.00	TOTAL AMOUNT
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Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
3 instructional supplies	\$ 10,000.00	office supplies (staples, tape, scissors), instructional materials (easel post-its, rulers, glue), student consumables (posters, markers, etc)	Allows for rigour and creativity in instruction in all classrooms	high
4 Total	\$ 10,000.00			

DEPARTMENT #
 Special Education



APPROVED BY: _____
 ADMINISTRATOR

FUNDING CATEGORIES

APPROVED BY: _____
 FINANCE & INVESTMENT COMMITTEE

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$ 22,300.00 TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1	Amazon: Various Misc Materials for department	\$15,000.00		Various materials including consumables, classroom supplies for 22 FTE		High
2	Pro-Ed Assessments	\$ 600.00		Psychologist's Assessments		High
3	Pearson Education/NCS	\$ 2,500.00		Psychologist's Assessments		High
4	Riverside Assessments, LLC (Riverside Insights)	\$ 3,000.00		Testing Materials for Academic Assessments as required by law.		High
5	Yearly Planners	\$ 1,200.00		For the students in study skills class		Med
6						
	Total	\$22,300.00	\$ -			

DEPARTMENT #

World Languages



APPROVED BY:

ADMINISTRATOR

APPROVED BY:

FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$3,850

TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

	DESCRIPTION OF EXPENDITURES	AMOUNT	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1	Miscellaneous office supplies (markers, post-its, pens, etc.)	\$3,850	These are items that we typically purchase from Amazon for use in the classroom. 11 FTE's @ \$350	LCAP Goal #2: The purchase of these miscellaneous office supplies allows teachers to effectively personalize their instruction. For example, teachers can color code their writing on the whiteboard, or provide coloring utensils for students to color code their own work.	high
2					
	Total	\$ 3,850.00			

DEPARTMENT #

VAPA



APPROVED BY:

ADMINISTRATOR

FUNDING CATEGORIES

APPROVED BY:

FINANCE & INVESTMENT COMMITTEE

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$64,050.00

TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1 Visual art supplies	\$12,500.00		Art teachers estimate they spend about \$2500 per year each on various art supplies	Equity for students means we provide art supplies.	High
1 Photography supplies - yearly costs	\$ 1,500.00		SD cards, flashes, studio setups (lights, backgrounds, etc), flash drives	Equity for students means we provide art supplies.	High
1 Choral Sheet music and folders	\$ 2,000.00		Hard to estimate as varies widely by year. Each piece varies from \$1 to \$20 per student, and we have from 50 to 100 choral students each year. Festival pieces MUST be purchased, no photocopies allowed. A newly arranged work costs about \$500 flat. We only purchase 2 - 5 new pieces a year, because we reuse a lot of music we already have.	Equity for students means we provide all music.	High
1 Performance apparel	\$ 1,000.00		Hard to estimate as varies widely by year. Each dress costs about \$60 and each tux costs about \$100. We only buy when students do not fit in what we have. So this would be for about 5 boys and 8 girls.	Equity for students means we provide all apparel that they do not keep.	High
1 Marching Band Show Music	\$ 3,000.00			Equity for students means we provide all music.	High
1 Winter Percussion Music	\$ 3,000.00			Equity for students means we provide all music.	High
1 Other Instrumental Class Music	\$ 2,500.00			Equity for students means we provide all music.	High
1 Copyright Licensing	\$ 800.00			Equity for students means we provide all music.	High

DEPARTMENT #

VAPA



APPROVED BY:

ADMINISTRATOR

APPROVED BY:

FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$64,050.00

TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
1 Yearly Instrument Repair/Cleaning	\$ 7,000.00			Equity for students means we provide all instruments.	High
1 New Instruments	\$ 4,000.00			Equity for students means we provide all instruments.	High
1 Band/Orchestra Consumables	\$ 750.00		Strings, reeds, valve oil	Equity for students means we provide all consumables.	High
1 Marching Band Drill/Choreography	\$ -			\$4K move to instructional consulting	High
1 Licensing Rights for Plays/Musicals	\$ 12,000.00		Getting licenses for three mainstage productions, top rate is \$4000 per show		
1 Pit Band Costs for Musical	\$ -		Music Director stipend \$2400 + \$105 per rehearsal/show; band members \$100 per rehearsal/show. The most recent show had 6 band members but it called for 12 (which we cut down) and it varies by show.	\$12k move to instructional consulting	
1 Stage Design Class Materials	\$ 4,000.00		Tools and materials for Stage Design class		
Production Supplies for Performances	\$ 10,000.00		Supplies for stage productions (ie., gaff tape, mic tape, costume cleaning, costumes, paint supplies, screws, wood, etc.		

DEPARTMENT #

VAPA



APPROVED BY:

ADMINISTRATOR

APPROVED BY:

FINANCE & INVESTMENT COMMITTEE

FUNDING CATEGORIES

I. Instructional Materials (IMA):

2024-25 BUDGET REQUEST

\$64,050.00

TOTAL AMOUNT

Use this sheet to indicate physical items for the classroom (things you can touch, & cost < \$500)

Please be sure to follow instructions provided in the packet

DESCRIPTION OF EXPENDITURES	AMOUNT	Amount Approved	RATIONALE OF EXPENSE	Describe how expenditure is relative to the LCAP	PRIORITY
Total	\$ 64,050.00	\$ -			

Coversheet

Discussion and Vote to Approve the renewal 2024-2025 Food Service Contract with Chartwells

Section: IV. School Business
Item: A. Discussion and Vote to Approve the renewal 2024-2025 Food Service Contract with Chartwells
Purpose: Vote
Submitted by:
Related Material: IV.A - Chartwells Extension Renewal 24-25.pdf

**RFP 2022-01
CONTRACT EXTENSION (#2)**

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages

Renewal (Extension Number)	Agreement Number (Base year)
2	RFP 2022-01

Commented [AR1]: Should be extension #2. Please adjust.

Commented [AR2]: Contract number is missing (RFP 2022-01). Please adjust.

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

El Camino Real Charter High School

FOOD SERVICE MANAGEMENT COMPANY'S NAME

Compass Group USA, Inc., by and through its Chartwells Division

2. Base year contract term: Effective date: **July 1, 2022** Expiration date: **June 30, 2023**

Extension year: Effective date: **July 1, 2024** Expiration date: **June 30, 2025**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$962,708.85 (a maximum dollar amount)

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: (Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)

Cost Per Meal

Note: Prices must not include values of USDA Foods, and must include all meal programs.
All costs are based on the average daily participation of 1,363 students in the district and 180 days.

Commented [AR3]: Let CBO & SFA know that CPI Index is higher than it should be (Los Angeles).

LINE ITEM	UNIT*	RATE	TOTAL
Breakfast	98,886	\$2.6609	\$263,125.76
Lunch	151,114	\$4.3669	\$659,899.73
Non-reimbursable Meals	3,904	\$4.3669	\$ 17,048.38
Total			\$940,073.87

*Units provided by SFA

[SIGNATURE PAGE TO FOLLOW]

FOOD SERVICE MANAGEMENT COMPANY	
CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.) Compass Groups USA, Inc., by and through its Chartwells Division	
BY (Authorized Signature) ES	DATE SIGNED (Do not type)
PRINTED NAME AND TITLE OF PERSON SIGNING Amy Shaffer, Chief Executive Office	
ADDRESS 2 International Drive, Rye Brook, NY 10573	
SCHOOL FOOD AUTHORITY	
SCHOOL FOOD AUTHORITY NAME El Camino Real Charter High School	
BY (Authorized Signature) ES	DATE SIGNED (Do not type)
PRINTED NAME AND TITLE OF PERSON SIGNING David Hussey, Executive Director	
ADDRESS 5440 Valley Circle Blvd. Woodland Hills, CA 91367	

INSTRUCTIONS FOR USE:

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate the current cost per meal. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.

Coversheet

Discussion and Vote to approve the 2024-2025 Piece of Mind Special Education Services Contract

Section: IV. School Business
Item: B. Discussion and Vote to approve the 2024-2025 Piece of Mind Special
Education Services Contract
Purpose: Vote
Submitted by:
Related Material: IV. B 2024-202 Special Education Service Quotes 5.24 Final.pdf
IV.B - 2024-2025 Piece of Mind Contract Rev 5.24.pdf

2024-2025 Special Education Related Services Rates

Special Education Related Services (also called Designated Instructional Services or DIS) are supportive services that are required to assist a student with a disability to benefit from Special Education.

	<u>Behavior Intervention Developer (BID)</u>	<u>Behavioral Aide (BII)</u>	<u>Instructional Aide</u>	<u>Speech and Language Pathologist (SLP)</u>	<u>Speech and Language Pathology Asst. (SLPA)</u>	<u>Occupational Therapy (OT)</u>	<u>Physical Therapy (PT)</u>	<u>Counseling</u>	<u>ERICS (Educationally Related Intensive Counseling)</u>	<u>Deaf / Hard of Hearing (DHH)</u>	<u>Adapted PE (APE)</u>	<u>Special Education / Inclusion Teacher</u>
<u>Non-Public Agency (NPA)</u>												
Cross Country (CCE)	\$125.66/hr	\$42.50/hr	\$38.50/hr	\$141.11/hr	\$95.79/hr	\$138.02/hr		\$105.06/hr	\$122.57/hr	\$143.17/hr	\$116.39/hr	\$88.58/hr - \$122.57/hr
EdLogical / Point Quest	\$115/hr	\$45/hr	\$39/hr	\$132/hr	\$77/hr	\$130/hr	\$135/hr	\$90/hr	\$115/hr	\$120/hr	\$103/hr	\$95/hr
Inspire Communications				\$89/hr	\$89/hr							
McRory Pediatrics	\$125/hr	\$75/hr		\$165/hr		\$165/hr	\$170/hr	\$120/hr				
Piece of Mind (POM)	\$55/hr	\$35/hr	\$35/hr									\$85/hr
Professional Tutors of America (PTA)	\$140/hr	\$140/hr		\$140/hr		\$140/hr		\$140/hr	\$140/hr			\$95/hr
Total Educational Solutions (TES)	\$90/hr	\$60/hr	\$60/hr	\$130/hr		\$130/hr	\$135/hr	\$115/hr	\$145/hr		\$135/hr	\$100/hr
Verdugo Hills Autism Project (VHAP)	\$88/hr	\$65/hr										
Working With Autism (WWA)	\$70/hr	\$55/hr										

Updated 5/17/24

Possible Related Services Include:

- | | |
|---|--|
| <ul style="list-style-type: none"> Adapted PE (APE) Assistive Technology (AT) Audiology Behavior Intervention Development (BID) Counseling and Guidance Deaf / Hard of Hearing (DHH) Health and Nursing Inclusion for Moderate/Severe Interpreting (such as ASL) Language and Speech (LAS) Occupational Therapy (OT) | <ul style="list-style-type: none"> Orientation and Mobility (OM) Paraprofessional for Behavior, Safety, or Instructional Needs Parent Counseling and Training (PCT) Physical Therapy (PT) Psychological Services (ERICS) Recreation Therapy (RT) Rehabilitation Counseling (Vocational) Resource Specialist Program (RSP) Specialized Academic Instruction (SAI) Transportation Vision - Blind / Partially Sighted (VI) |
|---|--|



Piece of Mind Care Services LLC

This Contract for Therapy Services (the “Agreement”) is made on the date subscribed herein for the 2024-2025 academic year by and between *Piece of Mind Care Services* (“Service Provider”), and El Camino Real Alliance dba El Camino Real Charter High School (the “School”). As used herein, Service Provider and the School may be referred to separately as a “Party” and collectively as the “Parties.”

AGREEMENT

I. Term

This Agreement shall be effective as of July 1, 2024, and shall remain in effect until June 30, 2025, unless terminated sooner by a Party. Either Party may at any time during the term hereof terminate this Agreement, with or without cause, upon thirty (30) days’ written notice to the other Party of such termination.

II. Services

The Parties agree that Service Provider is to facilitate the following services under the terms of this Agreement and in accordance with Federal, State and local laws: Instructional Assistant (IA); Behavior Intervention Implementation (BII); Behavior Intervention Development (BID); Inclusion Facilitator (IF). Services not to exceed the maximum number of minutes as allocated on a specific student(s)’s current IEP, if applicable. All services are to be provided at the School or via teletherapy, at the discretion and direction of the School.

Compensation

Service Provider shall be compensated by School as follows:

- \$35.00 per hour for direct student services or classroom assistance (IA)
- \$35.00 per hour for direct 1:1 Behavior Intervention Implementation (BII)
- \$55.00 per hour for the completion of assessments, telephone contact, treatment plan development, IEP meeting attendance and preparation and professional development (BID)
- \$85.00 per hour for inclusion facilitation curriculum modification indirect and direct services

Services are rendered from the first day of the month to the last day of the month, and invoices will be submitted no later than the 30th of each month for the previous month.

Services will be reimbursed thirty (30) days from the date of the invoice. Invoices will be submitted once monthly.



Piece of Mind Care Services LLC

Welligent Documentation

Service Provider acknowledges and agrees that it is required to enter information as to services it renders to the school in Welligent (online documentation system) in a timely manner and that failure to do so constitutes a material breach of the Agreement. As such, to the extent there are any services not entered into Welligent for which Service Provider submits a written invoice, that part of the invoice shall not be due and owing, unless and until, the information is entered fully and appropriately into Welligent. All staff will gain access to the Welligent system after approval from administrator.

Recruiter Fee

The School recognizes that Service Provider recruits and trains its staff placed at the School, which is a significant expense to Service Provider. In the event that the School hires Service Provider's staff, then the School shall agree to pay Service Provider a recruiter fee as follows based on hires per academic year: \$3,000.00 for the first hire, \$4,500.00 for the second hire, and \$6,000.00 for each hire thereafter. Payment of this recruiter fee shall be made at the rate of \$1,500.00 per month per hired employee, until the fee is paid in full. The School shall promptly notify Service Provider of any such hires.

III. Independent Contractor

Service Provider understands and agrees that its service providers sent to the School are contractors of Service Provider and not the School, and are not entitled to benefits of any kind or nature normally provided employees of the School and/or to which the School employees are normally entitled. This includes, but is not limited to, health benefits, wages, payment of Federal, State or local taxes or contributions, and unemployment insurance or benefits.

IV. Staff Qualifications

Service Provider shall comply with all fingerprinting, background check and testing requirements under State and federal law including, but not limited to, the fingerprint requirements in Education Code § 45125.1 and the tuberculosis testing requirements in Education Code § 49406.

Service Provider shall also annually train all its staff members, including volunteers, so that they are familiar with and adhere to the mandated child abuse reporting obligations and procedures specified in California Penal Code § 11164 *et seq.* Service Provider will also ensure that all providers have completed bloodborne pathogens and sexual harassment/abuse training. All staff will complete behavior training in non-violent positive behavior intervention.

Piece of Mind Care services will adhere to all regulations regarding COVID-19 based on CDC and related governmental guidelines. All service providers shall be fully vaccinated per State and



Piece of Mind Care Services LLC

LA County laws. Proof of immunization record will be provided to the School prior to start of services provided on campus in accordance with School requirements. Any materials necessary will be provided by Service Provider (gloves, masks, hand sanitizer, safety procedure training and protocols) to its employees.

Service Provider will provide optional CPR or other health related training to its staff in respect to specific student safety, upon request from the School. Any additional training which may be presented as requirements will be adhered prior to return to campus.

V. Venue and Governing Law

The laws of the State of California shall govern the terms and conditions of this Agreement, and the parties agree that Los Angeles, California shall be the sole and exclusive jurisdiction for any and claims brought arising out of this Agreement. In the event any action is initiated to interpret or enforce the terms of this Agreement, the prevailing party shall be entitled to attorney's fees and costs.

VI. Indemnification and Hold Harmless

Service Provider shall indemnify and hold the School and its employees, volunteers, directors, and authorizer harmless against all liability, loss, damage and expense (including reasonable attorney's fees and costs) resulting from or arising out of this Agreement or its performance, to the extent that such loss, damage, expense or liability was proximately caused by the negligent or willful act or omission of the Service Provider, including, without limitation, its agents or anyone employed directly or indirectly by it.

VII. Insurance

Service Provider shall maintain a general liability insurance policy (including but not limited to workers compensation, sexual abuse, molestation) of no less than \$1,000,000.00 per occurrence. Service Provider shall name the School as an additional insured under such a policy, and shall provide a Certificate of Insurance identifying same within seven (7) days of execution of this Agreement.

VIII. Records

Service Provider shall maintain and appropriately store all student records for a minimum of four years.

IX. Dispute Resolution

In the event a dispute arises out of this Agreement, including its interpretation or enforcement thereof, the Parties agree to attempt to resolve the dispute informally. Should informal resolution



Piece of Mind Care Services LLC

be unsuccessful, the parties agree to submit the matter to binding arbitration in accordance with the laws of the State of California. The arbitrator's award shall be final, and judgment may be entered upon it by any court having jurisdiction within the State of California. In the event any arbitration is brought, the arbitrator shall be allowed to award attorney's fees and costs to the prevailing party.



Piece of Mind Care Services LLC

X. Notifications

Any notifications required to be provided shall be in writing and shall be considered effective the date electronic delivery by email is made to a Party, with a hard copy to be sent by US Postal Service, as follows:

Michelle Bahy
Director
pieceofmindcareservices@gmail.com
Piece of Mind Care Services
6520 Platt Ave #189
West Hills, California 91307

Emilie Larew
Administrative Director, Student Support
Services
e.larew@ecrchs.net
El Camino Real Charter High School
5440 Valley Circle Boulevard
Woodland Hills, California 91367

XI. Acknowledgment

We, the undersigned, duly authorized representatives of the parties to this agreement herein above expressed have entered into this Agreement without reservation and have read the terms herein.

Piece of Mind Care Services LLC

**El Camino Real Alliance
dba El Camino Real Charter High School**

Signature

Signature

Michelle Bahy, Director

David Hussey, Executive Director

Date: _____

Date: _____

Coversheet

Discuss and Vote Collective LAUSD SELPA Notification Letter

Section: IV. School Business
Item: C. Discuss and Vote Collective LAUSD SELPA Notification Letter
Purpose: Vote
Submitted by:
Related Material: IV. C SELPA Notification Letter.pdf

June 28, 2024

Anthony Aguilar
Chief of Special Education, Equity, and Access
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Mr. Aguilar,

The special education partnership between LAUSD and the charter school community continues to be instrumental in improving services and outcomes for students with disabilities across Los Angeles, especially in light of the challenges brought by the COVID 19 pandemic. On behalf of charter schools participating in the Charter Operated Programs: Option 3 ("COP3"), I am writing to express our gratitude for this ongoing collaboration.

Over the past decade, the COP3 has led to the development of a robust charter school special education infrastructure that expanded the range of innovative high-quality special education programs. Today, more than 200 charter schools in the COP3 serve over 15,000 students with disabilities, 2,500 of whom are students with extensive support needs. This is a testament to the fact that charter schools are an integral part of the continuum of special educational options within LAUSD and that our ongoing work together ensures that students and families are able to receive appropriate support and services regardless of which type of school they attend.

We also recognize that special education arrangements within the LAUSD SELPA are subject to change. For this reason, charter schools must take the necessary steps to preserve their ability to exit the SELPA should such action be in the best interest of their students. Please accept this letter as notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2025.

Please note that this letter is not binding upon the undersigned charter schools and serves the requisite administrative function of providing a one-year notice of intent to exit the SELPA. If, in consideration of all options, the charter schools find that it is not in the best interest of their students to exit the SELPA, they will remain with the LAUSD SELPA for the 2025-26 academic year.

We look forward to ongoing partnership in the service of all of our students and families.



Brian Bauer
Executive Board Chair, LAUSD Charter Operated Programs, Option 3
Chief Executive Officer/Superintendent, Granada Hills Charter School

CC: Maribel Luna, Senior Director, Special Education
Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Gutierrez, Director, Charter Schools Division
Rachel Heenan, California Department of Education

Coversheet

Discussion on Local Control Accountability Plan (LCAP) 24-25 Proposed Goals and Actions

Section: IV. School Business
Item: D. Discussion on Local Control Accountability Plan (LCAP) 24-25
Proposed Goals and Actions
Purpose: Discuss
Submitted by:
Related Material: LCAP2024-2025.pdf

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	Minita Clark, Administrative Director Arleta Ilyas, Accounting Director	m.clark@ecrchs.net a.ilyas@ecrchs.net

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

General Information

El Camino Real Charter High School (ECR) is a 9-12th grade charter high school located in Woodland Hills, California. ECR currently serves 3,577 students in grades 9-12 and in SY 24/25 will serve approximately 2900 students. It is a single-site charter school operated by El Camino Real Alliance, a 501c3 charter management organization. The primary community served by El Camino Real Charter High School is the West San Fernando Valley. Students in this community represent a range of socio-economic levels from disadvantaged to affluent. The median household income according to the most recent US Census for the 91367 zip code was \$107,623. This is a stark contrast to the median household income in Los Angeles county of \$82,516 and in the city of LA, \$76,135.

El Camino Real Charter High School posits itself as the school that has something for every student due to its array of programs, academies, and pathways. Our comprehensive educational program offers Visual Performing Arts (VPA), Career and Technical Education (CTE), Advancement Via Individual Determination (AVID), STEAM, Careers in Entertainment Academy (CEA), Video/Game Design, Film, Nutrition/Childcare, Dual Enrollment, Independent Study, FLEX, online learning, and plethora of additional programs and course options.

ECR student data reflects the rich diversity of the San Fernando Valley. As reflected on the 2024 California Dashboard:

- Approximately 34.8% of students are Socioeconomically disadvantaged
- Approximately 2% are English Learners
- Approximately 0.2% are Foster Youth
- Approximately 10.8% are Students with Disabilities
- Approximately 4.8% are African American
- Approximately 0.1% are American Indian
- Approximately 9% are Asian
- Approximately 4.6% are Filipino

- Approximately 32.5% are Hispanic
- Approximately 7.6% are Two or More Races
- Approximately 0.4% are Pacific Islander
- Approximately 36.4% are White
- Approximately 63.2% Minority enrollment
- Approximately 29% are Free Lunch
- Approximately 2% are Reduced Lunch
-

Mission Statement

Our Mission is to create an inclusive environment that prepares our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

Vision Statement

We envision a charter school community committed to excellence and equity in education as evidenced by the inclusion of all stakeholders and by the innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a shared and sustainable future.

Expected Student Learning Outcomes (SLO's) ensure that competencies are acquired by students in the instructional program at El Camino Real Charter High School. Our teachers cultivate rich learning experiences, spark curiosity through engagement, encourage critical thinking in discussions, and offer a rigorous, curriculum driven program with a focus on standards mastery.

To succeed in a changing global community, all ECR students will be:

Critical Thinkers who:

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

Effective Communicators who:

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

Hard-working graduates who:

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

Socially Responsible Citizens who:

- Demonstrate compassion, honesty, and respect.
- Utilize technology appropriately.
- Live sustainability.

- Engage in the civic process for diverse thoughts.
- Work toward a just society.
- Connect local issues to global systems, creating positive change.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard Results ELA

Our English Language Arts results have continued to rise over the years, and we are very proud of the hard work exhibited by faculty, staff, and students. Students who participated in this test are currently seniors at ECR (last year's juniors).

Based on the 2023 Dashboard, in the category All Students, ECR is 40 points above standard in ELA, and we increased 3.3 Points from the 2022 test. A total of 823 students took the Smarter Balanced Assessment in ELA in 2023.

Academic Successes in ELA:

- Students identifying as Asian, Hispanic, Two or More Races, and Socioeconomically Disadvantaged are in Green (reflecting 'high' performance).
- Filipino and White students are indicated in 'Blue' (reflecting 'very high' performance)
 - Filipino students are 76.9 points above standard and increased 3.6 points
 - White students are 52.6 points above standard and increased 16.6 points
- African American students are 14.5 points above standard and increased 35.1 points.

Improvement Areas in ELA:

- Students with Disabilities are in Orange (reflecting 'low' performance). This group is 58 points below standard; however, they increased 48.4 points overall on this test.
- English Learners are 92.1 points below standards

By Performance Level Breakdown:

- There are no student groups in Red (reflecting 'very low' performance).
- Students with Disabilities are in Orange (reflecting 'low' performance). This group is 58 points below standard; however, they increased 48.4 points overall on this test.

- There are no student groups in Yellow (reflecting 'medium' performance).
- Students identifying as Asian, Hispanic, Two or More Races, and Socioeconomically Disadvantaged are in Green (reflecting 'high' performance).
 - Asian students are 74.5 points above standard
 - Hispanic students are 15.6 points above standard
 - Two or More Races are 44 points above standard
 - Socioeconomically disadvantaged are 17.7 points above standard
- Filipino and White students are indicated in 'Blue' (reflecting 'very high' performance)
 - Filipino students are 76.9 points above standard and increased 3.6 points
 - White students are 52.6 points above standard and increased 16.6 points
- There is no performance color for African American, English Learners, Foster Youth, Homeless, Pacific Islander
- African American students are 14.5 points above standard and increased 35.1 points
- English Learners are 92.1 points below standards

Dashboard Results Math

- Based on the 2023 Dashboard, ECR is 30.2 points below standard in Math, and we increased 18 Points from the 2022 test. A total of 825 students took the Smarter Balanced Assessment in Math in 2023.

Academic Successes in Math

- Students identifying as Two or More Races, Socioeconomically Disadvantaged, and White are in Green (reflecting 'high' performance).
- Filipino and White students are indicated in 'Blue' (reflecting 'very high' performance)
 - Filipino students are 76.9 points above standard and increased 3.6 points
 - White students are 52.6 points above standard and increased 16.6 points

Improvement Areas in Math

- Students with Disabilities are in Orange (reflecting 'low' performance). This group is 127.4 points below standard; however, they increased 66.7 points overall on this test.
- Filipino students are 5.5 points below standard and declined 9.6 points
- Hispanic students are 62.9 points below standard and increased 27.1 points
- African American students are 78.1 points below standard but increased 53.9 points
- English Learners are 150.6 points below standard but increased 11 points

By Performance Level Breakdown:

- There are no student groups in Red (reflecting 'very low' performance).

- Students with Disabilities are in Orange (reflecting 'low' performance). This group is 127.4 points below standard; however, they increased 66.7 points overall on this test.
- Filipino and Hispanic students are in Yellow (reflecting 'medium' performance).
 - Filipino students are 5.5 points below standard and declined 9.6 points
 - Hispanic students are 62.9 points below standard and increased 27.1 points
- Students identifying as Two or More Races, Socioeconomically Disadvantaged, and White are in Green (reflecting 'high' performance).
 - Two or More Races students are 16.2 points below standard but increased 15 points
 - Socioeconomically Disadvantaged students are 58.8 points below standard but increased 13.2 points
 - White are 14.5 points below standard but increased 24.2 points
- Filipino and White students are indicated in 'Blue' (reflecting 'very high' performance)
 - Filipino students are 76.9 points above standard and increased 3.6 points
 - White students are 52.6 points above standard and increased 16.6 points
- There is no performance color for African American, English Learners, Foster Youth, Homeless, Pacific Islander
- African American students are 78.1 points below standard but increased 53.9 points
- English Learners are 150.6 points below standard but increased 11 points

College/Career:

The school's 2023 CA School Dashboard College/Career Status (i.e., the percentage of high school students prepared for success after graduation) is **higher** than the state for the All student group but less than the majority of the school's numerically significant student groups.

- To improve outcomes in preparing our students for college and career, ECR's college and career center has begun introducing our 9th graders to Naviance's career assessments through CCR/Health class presentations, and we are currently having all 9th graders complete career assessments on Naviance. These various tasks/assessments introduce students to possible career matches and allow them to start thinking about their post-secondary options and fulfill their career pathways. Below is a sampling of the tasks/assessments they are completing:
 - Academic and Personal Goals (allows students to work towards a goal; develop a sense of achievement)
 - Strength Explorer Assessment (identifies students' strengths and aligns them with possible careers/colleges)
 - Personality Assessments
 - Search and add colleges to their personal list.
 - Search and add careers to their personal list
 - Begin their Resume

Suspension Rate:

The school's 2023 CA School Dashboard percentage of students who were suspended at least once was at a rate **lower** than the state. However, the school's Performance Level (color) was **Orange**.

The school is continuing to implement a PBIS system. This has been featured in professional developments and behavioral reminders (signs, murals) can be found in many areas of campus. Restorative justice and conflict resolution techniques have resulted in a much lower suspension

rate so far this year. At our current rate, we will have approximately 28 suspensions for the year as compared to 74 suspension last year. There has also been increased collaboration between the Student Support Services office, Deans, and counselors.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

(will paste an answer but inform Arleta to delete if it does not apply...)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

ECR will review and monitor academic data quarterly, plan needs-based PD throughout the year, conduct classroom observations and walkthroughs, implement Common Formative Assessments (CFAs) with a specific focus on improving academic achievement for Students with Disabilities, Math, EL and unduplicated students.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrative Team	School leaders are involved in the development process of LCAP goals, actions, and metrics through on-going discussions that have a direct impact on teaching and learning. Administrative Meetings are held every Friday to share and discuss school priorities and each administrators' respective areas, ideas, and suggestions.
Teachers and staff	Teachers, counselors, and staff are engaged in the development process of LCAP through staff surveys focused on the eight (8) state priorities administered annually. Additionally, teachers/counselors lead and serve on various school committees that offer very useful information that informs LCAP development. The LCAP Committee utilizes survey feedback to develop the initial LCAP and then shares the drafts with teachers, counselors, and staff prior to final vote by the ECRA School Board.
Parents/Families	Parents and Families are involved in the development process of LCAP from the start of each academic year through committees and parent groups.
Students	Students are given a similar survey to teachers that centers around the eight (8) state priorities as well as school climate. They are able to rate the school using a likert scale and also leave qualitative feedback. Some student groups and clubs such as ASB, BSU, and various clubs participate or host roundtable discussions throughout the year where they offer contributory feedback.
Committees	ECR has multiple advisory committees where parents, administrators, and teachers contribute. These include the English Learner Advisory Committee, Parent Advisory Committee, School Site Council, Safety Committee, RISE, and Padres Latinos. These committees provide feedback throughout the year on school matters.
Public Comment	Public Comment will be allowed at the Board Meeting on May 22, 2024 via feedback form available for any stakeholders to submit after the presentation (regarding LCAP). Additionally, the LCAP Committee will accept comments/feedback from teachers/staff/students through June 14, 2024.
Board Meetings	The LCAP will be presented at two Board Meetings - first, on May 22, 2024 for public review and comment as well as at the June 27, 2024 Board Meeting for vote.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

TBD (complete this section after the board adopts the LCAP)

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	All students are provided a high quality education with equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning to ensure academic growth in ELA, Math, & Science.	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 7

An explanation of why the ELA has developed this goal.

Improving academic achievement, especially in subgroup populations, remains a priority at ECR. Research shows that providing equitable access to high-quality education is essential for opportunity and performance gaps among students from diverse backgrounds. Equitable access to rigorous learning experiences prepares students for success in college and future careers. By implementing targeted intervention programs, offering professional development opportunities focused on evidence-based instructional strategies, utilizing data, and promoting literacy and math across the curriculum, the school can address these areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers fully credentialed and properly assigned	100%	[Insert outcome here]	[Insert outcome here]	100% fully credentialed teachers	[Insert current difference from baseline here]
2	Graduation Rate	Current graduation rate is 91%	[Insert outcome here]	[Insert outcome here]	95% or above	[Insert current difference from baseline here]
3	Reclassification Rate	46% reclassified	[Insert outcome here]	[Insert outcome here]	60% reclassified	[Insert current difference from baseline here]
4	% Students Scoring Met or Exceeded on ELA SBAC	All: 66.63% Asian: 70.15% Black/African American: 60% ELD: 50.53% Filipino: 75.75% Hispanic or Latino: 59.17% Students with Disabilities: 31% Socially Disadvantaged: 59.8% Two or More Races: 72.73% White: 71.43%	[Insert outcome here]	[Insert outcome here]	75% or higher	[Insert current difference from baseline here]

5	% Students Scoring Met or Exceeded on Math SBAC	All: 41.83% Asian: 61.2% Black/African American: 26.41% ELD: 44.97% Filipino: 51.51% Hispanic or Latino: 31.94% Students with Disabilities: 8.74% Socially Disadvantaged: 35.47% Two or More Races: 40.45% White: 48.12%	[Insert outcome here]	[Insert outcome here]	50% or higher	[Insert current difference from baseline here]
6	% of student Scoring Met or Exceeded on CAST Science	Current scores 35.83%	[Insert outcome here]	[Insert outcome here]	40% or higher	[Insert current difference from baseline here]
7	Growth scores provided NWEA and by the CAASPP *what does this mean? CAASPP is already listed	See Cal Dashboard	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Targeted Intervention	<p>The school will address areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth by:</p> <ul style="list-style-type: none"> ● Providing Study Skill Classes for both general education and special education to focus on academic skills, time management, organizational skills, and SEL ● Purchase a research-based Study Skills Curriculum such as SOAR (or similar) to improve student achievement for our most vulnerable student populations ● Providing in-class tutoring to study skills students during study skills classes to develop academic growth ● Providing after school tutoring for academic content areas ● Supporting classes with teacher’s assistants and paraprofessionals to provide more attention to students ● Staffing an intervention team of one lead intervention coordinator and four intervention coordinators to implement and evaluate student interventions and supports ● Staffing an unhoused and foster student liaison to provide academic and personal support for our foster and unhoused population, including essential materials, school supplies, housing information, resources, and monitoring ● Adequate out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators 	[\$260,000 - title I allocation]	[Yes/No]
2	Professional Development	<p>Educators will attend professional development opportunities:</p> <ul style="list-style-type: none"> ● Focused on evidence-based instructional strategies, allowing the enhancement of teaching practices to better meet the diverse learning needs of students ● And teacher attendance will be monitored and feedback will be gathered to assess effectiveness in enhancing instructional practices related to ELA, Math, and Science. 	\$56,000 (title II grant allocation)	

<p>3</p>	<p>Data-Driven Instruction and Intervention</p>	<p>By Ensure all educational partners have access to updated technology and data by:</p> <ul style="list-style-type: none"> ● Ensuring all students and staff have a computer ● Ensure each classroom has a promethean board ● High speed internet for school ● Maintaining appropriate staffing to include - tech team... ● Staffing a data team of X members to ABC <p>Ensure student access and educator use of diagnostic tools, such as NWEA by:</p> <ul style="list-style-type: none"> ● Purchasing assessment and testing contracts ● Staffing a testing coordinator ● Offering professional development to educators on administering exams, exploring the data and results, and differentiating instruction based on results ● Designate time for testing all students in testing for MAP and testing 11th grade students in CASSP 	<p>\$2,500 NWEA)</p> <p>\$105,000 (1:1 student laptops)</p> <p>\$32,000 (spectrum fiber line)</p>	
<p>4</p>	<p>Highly Qualified Teachers</p>	<p>The school will employ fully credentialed teachers in each department and ensure that each teacher is properly assigned. Highly qualified teachers will:</p> <ul style="list-style-type: none"> ● Promote literacy across the curriculum, supporting students in developing critical thinking skills and comprehension abilities, essential for success in ELA, Math, and Science ● Ensure alignment to CCSS ● Ensure Instructional & Supplemental materials aligned to the Common Core State Standards ● Update Instructional & Supplemental Materials 	<p>\$16,145,818 (cert salaries + benefits)</p>	
<p>5</p>	<p>Administrative Team</p>	<p>Staff a full administrative team to support the educators by:</p> <ul style="list-style-type: none"> ● Providing instructional leadership ● Hiring qualified faculty and staff ● Developing and implementing systems for support ● Performing observations and providing evaluations and guidance 	<p>\$832,178 (Cert admin salaries + benefits)</p>	

Goal 2

Goal #	Description	Type of Goal
2	All students will graduate college and career ready with an increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth	Broad Goal

State Priorities addressed by this goal.

4, 5, 7

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School is committed to ensuring that students are prepared for post-secondary plans, including post-secondary education and the workforce. Research indicates that students who engage in challenging coursework and innovative programs are more likely to graduate high school prepared for post-secondary education or enter the workforce with the necessary skills and knowledge to thrive in today's competitive global economy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of students who graduate with a completed CTE pathway	TBD - new	[Insert outcome here]	[Insert outcome here]	100% of students enrolled in a CTE pathway will complete it upon graduation	[Insert current difference from baseline here]
2	A-G completion rate (all and subgroups)	Current 55%	[Insert outcome here]	[Insert outcome here]	75% A-G completion by year three	[Insert current difference from baseline here]
3	% of students who graduate with a 2.0 or above (all and subgroups) <i>*is this ambitious enough?</i>	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
4	% of students enrolled in AP classes (all and subgroups)	Currently 54%	[Insert outcome here]	[Insert outcome here]	65% of students enrolled at ECR will be enrolled in at least one Honors or AP class	[Insert current difference from baseline here]
5	AP pass rate: % of students who score a 3 or better on AP exam	Current pass rate is 76%	[Insert outcome here]	[Insert outcome here]	85% will pass with a 3 or higher	[Insert current difference from baseline here]
6	% of students who earn the Seal of Biliteracy	Currently 14.6% (or 127 students)	[Insert outcome here]	[Insert outcome here]	Increase % of students who earn the Seal of Biliteracy by 15%	[Insert current difference from baseline here]

7	% of students graduating with completion of at least two community college classes	Current students having completed at least two cc classes: 11th graders: 42 12th graders: 22	[Insert outcome here]	[Insert outcome here]	Increase the number of students in the dual enrollment program by 15% (5% per year)	[Insert current difference from baseline here]
8	% prepared college and career indicator based on CA dashboard	Currently 48.6% (which is significantly lower than we had anticipated by 2024)	[Insert outcome here]	[Insert outcome here]	75% CCI indicator as reflected on CA dashboard by year three (3)	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand CTE Pathways	<p>ECR will continue to develop and expand on CTE pathways by:</p> <ul style="list-style-type: none"> Investing in the necessary equipment, materials, and trainings to create opportunities in Woodworking, Culinary Arts, Video Game Design, Media, and other potential pathways Build community partners to increase student opportunities for capstone projects 	<p>[\$174,298] (CTEIG Allocation), \$56,000 (Perkins Allocation)</p>	[Yes/No]
2	Support A-G Completion and AP Test Pass Rate	<p>Support A-G completion and AP test pass rate by:</p> <ul style="list-style-type: none"> Implementing the targeted interventions outlined in goal 1 action 1 (repeated expenditure) 	[\$ 0.00]	[Yes/No]
3	Professional Development	<p>Professional development will include:</p> <ul style="list-style-type: none"> Meaningful, relevant, and up-to-date training regarding the college admissions landscape and/or career exploration to help teachers, counselors, and administrators understand post-secondary options 	see goal 1, action 2	

<p>4</p>	<p>Academic Counseling</p>	<p>Continue to staff academic counselors, with a counselor to student ratio of under 1:400 to ensure the following services can be effectively provided:</p> <ul style="list-style-type: none"> ● Support the academic development of students and monitoring of course course completion, both for graduation and for pursuit of post-secondary plans, including A-G completion and career pathway ● Ensure equitable enrollment in honors, AP, and CTE pathways pathways ● Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy ● Facilitate interventions, conferences, SSPTs, and 504s as needed to provide tiered levels of support to ensure students can overcome barriers and be college and career ready <p>In addition to regular school hours, counselors will provide the additional availability to students and families to increase engagement, provide conferences, program students, and offer other counseling related services:</p> <ul style="list-style-type: none"> ● Before school hours from 8am-8:30am ● After school from 3:45pm-4:15pm ● Rotating counselor availability all summer ● All counselors available during welcome week in summer ● One counselor per week on Thursday from 4:15pm-6:15pm 	<p>\$1,281,117 (Counselors salaries + benefits)</p>	
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5	College and Career Counseling	<p>Continue to staff 3 college and career counselors to ensure the following services can be effectively provided:</p> <ul style="list-style-type: none"> ● Exploration of college and career through discussion, newsletters, workshops, and naviance training ● Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc. ● Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc. ● Assist students work college applications, write recommendation letters, and help students with concurrent and dual enrollment ● Coordinate AP testing ● Coordinate the PSAT, which will continue to be funded by the school for grades 9-11 	\$380,000 (salary + benefits)	
6	College and Career Readiness Program	<p>Contract and utilize a college and career readiness program, such as Naviance, to:</p> <ul style="list-style-type: none"> ● Help students identify their strengths, discover careers, and prepare for post secondary programs. ● Students have the opportunity to complete multi grade level tasks within the Naviance platform that support college awareness, eligibility and preparedness. 	\$34,000 (Naviance cost)	

7	Summer School and Credit Recovery	<p>Offer a variety of summer school and credit recovery opportunities to all students, including:</p> <ul style="list-style-type: none"> ● Summer school remedial classes, through which students can make up “D” and “F” grades ● Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework ● A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimating them to the high school environment and school expectations (new in summer 2024) ● Summer Bridge for support in ELA and Math, as well as AP Bridge ● An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses 		
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Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	All parents and guardians of the school community will have authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making.	Broad Goal

State Priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

ECRCHS wants to improve and increase the parent/guardian participation and engagement in students' learning process in preparation for high school and beyond. Better communication amongst the school community serves to increase academic achievement overall. Research shows that parent involvement improves student academic achievement as well as their motivation to succeed. The school is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number parents/guardians actively attending parent group meetings.	<p>RISE: 5 parents attend regularly.</p> <p>Padres Latinos: 10 parents attend regularly.</p> <p>SSC: 1 parent attends regularly.</p> <p>ELAC: 4 parents attend regularly.</p> <p>Equity: 5 parents attend regularly.</p>	[Insert outcome here]	[Insert outcome here]	Parents/guardians are regularly informed and included in school initiatives, events, decisions, meetings, academics, athletics, etc on a weekly basis.	[Insert current difference from baseline here]
2	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.	<p>Aeries : 74%, with 29% of those parents showing that they have notifications setup</p> <p>Canvas : 31% have active accounts - do not know who has opted out of notifications</p>	[Insert outcome here]	[Insert outcome here]	The school regularly communicates with parents/guardians via text messaging, newsletters, canvas, and aeries on a weekly basis.	[Insert current difference from baseline here]

3	Number of newsletters, social media posts, and website updates per month.	<p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram & Facebook updated 5x per week.</p> <p>X (Twitter) updated 2x per week.</p> <p>TikTok updated 1x per month.</p> <p>Website updated upon request from teachers and staff.</p>	[Insert outcome here]	[Insert outcome here]	Marketing Coordinator consistently updates school website, weekly newsletter, and social media accounts in order to keep parents/guardians informed on a weekly basis.	[Insert current difference from baseline here]
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Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Group Collaboration and input in programs for all students	<p>Collaboration with parents through:</p> <ul style="list-style-type: none"> • Inviting parent groups to Instructional Cabinet and other meetings to share pertinent information and build school home relationships • Inviting parents to the School Site Council, LCAP, PAC and other meetings throughout the year to provide input • A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly 	[\$ 0.00]	[Yes/No]
2	Attendance Notifications	<p>Easy access to attendance updates through:</p> <ul style="list-style-type: none"> • Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff • Creating a system for notifying parents and guardians of chronic absenteeism • Streamlined attendance notifications and protocols for absenteeism • Creating an automated notification system that sends an email and text message to parents when a student has missed 5 days of school (full or partial days) 	[\$ 26,735 (Covantia)]	[Yes/No]
3	Home-School Communication	<p>Increase home-school communication by:</p> <ul style="list-style-type: none"> • Contracting with Aeries for a student information system and Canvas for a learning management system • Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation • Create video tutorials on how to sign up and navigate Aeries and Canvas and post on the school website 	[\$ 34,840 (canvas, \$26,822 (aeries))]	[Yes/No]
4	Marketing Initiatives	<p>Fund a Marketing Coordinator to maintain:</p> <ul style="list-style-type: none"> • Marketing firm partnerships, social media campaigns, search engine optimization, weekly newsletter, website, and print media 	[\$ 120,587] (marketing position sal + benefits)	[Yes/No]

5	Family Center	Remodel an office, including incorporating the necessary technology, to establish a Family Center to: <ul style="list-style-type: none"> • Create a safe and welcoming space for families to get information and provide input • Learn how to join parent groups, gather resources, make connections, and get involved in their student’s education • Get support in joining or navigating Aeries and/or Canvas or make appointments with school personnel 		
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Goal 4

Goal #	Description	Type of Goal
4	Provide a safe, inclusive, and equitable learning environment to meet the social- emotional, mental health, and physical needs of all students through multi-tiered systems of support, targeted efforts to support vulnerable student populations, and sufficient, optimal equipment.	Broad Goal

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

Fostering a positive school climate where every student feels valued and supported is vital to student learning. Research suggests that schools with inclusive and equitable learning environments experience higher levels of student engagement, improved attendance rates, and decreased disciplinary incidents, ultimately leading to a more positive overall school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	SY 22-23: 92.87%	[Insert outcome here]	[Insert outcome here]	95%	[Insert current difference from baseline here]
2	Chronic Absenteeism Rate	SY 22-23: 21.7%	[Insert outcome here]	[Insert outcome here]	15%	[Insert current difference from baseline here]
3	% of students with tardiness to periods 2-6	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]		[Insert current difference from baseline here]
4	Dropout Rate	SY 22-23: 4.6%	[Insert outcome here]	[Insert outcome here]	5% or less	[Insert current difference from baseline here]
5	Expulsion Rate	SY 22-23: 0%	[Insert outcome here]	[Insert outcome here]	0%	[Insert current difference from baseline here]
6	Suspension Rate	SY 22-23: 1.7%	[Insert outcome here]	[Insert outcome here]	1% or Below	[Insert current difference from baseline here]
7	Score on the Facilities Inspection Tool (FIT)	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	?	[Insert current difference from baseline here]
8	% of School Employees who Complete Required Compliance Trainings by Due Date	SY 23-24	[Insert outcome here]	[Insert outcome here]	100%	[Insert current difference from baseline here]

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Providing a safe, positive, and equitable school environment is a priority at ECRCHS. An evident focus on mental health and safety is demonstrated by the establishment of our Wellness Center, the increase in school-based therapists, and the implementation of a PBIS leadership team. There were some challenges in determining appropriate metrics for some wellness and culture related goals. Some additional surveys will be researched. Additionally, some goals from the previous LCAP were combined for clarity of metrics and action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions in goal 4 have made progress towards supporting the social/emotional needs of our student population. The Wellness Center is a consistent source of self-referral for mental health support and crisis counseling. The establishment of a PBIS leadership team has allowed for a train-the-trainer-model, through which school-wide behavior expectations were adopted and taught, behavior matrices for all areas of schools were implemented, and regular PD with behavior management strategies are provided. Though the school is in its initial stages, there is positive feedback from both students and staff regarding the direction of positive behavioral interventions and supports being implemented. An area that has not yet been effectively impacted is student attendance and tardiness. It is well known that student achievement and disciplinary issues are linked to attendance. ERCHS is currently seeking grant funds to onboard a PSA counselor so more direct and specialized attention can be focused on improving student attendance.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

NA

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain four school-based therapists	<p>School-based therapists support the mental health and well-being of all students by:</p> <ul style="list-style-type: none"> ● Providing individual and group counseling to students ● Offering professional development to staff ● Managing the Wellness Center and Peer Counselor Program ● Providing classroom lessons on issues that impact mental health 	[\$ 380,000 (sage therapists)]	[Yes/No]
2	Onboard and maintain a pupil services and attendance (PSA) counselor	<p>A dedicated PSA counselor will address barriers to attendance and engagement faced by our students. Responsibilities will include:</p> <ul style="list-style-type: none"> ● Conducting home visits ● Meeting with students and families to identify underlying issues impacting attendance, and providing individualized support and intervention plans ● Provide individual and group counseling to students regarding issues that impact attendance, including home life, time management, study skills, and stress management ● Collaborating closely with teachers, counselors, deans, administrators, and community resources to implement effective strategies for improving attendance rates and reducing truancy ● Connecting students and families with community resources and support services ● Seeking and attending ongoing trainings and professional development opportunities to stay updating on best practices 	[\$ 0.00]	[Yes/No]

<p>3</p>	<p>Maintain clean and safe facilities that are in good repair and well serviced</p>	<p>Ensure clean, safe facilities that are in good repair by:</p> <ul style="list-style-type: none"> • Adequate staffing of clerical staff to maintain and run all offices • Ordering new functional classroom furniture and materials to support all student learning • Providing active and effective supervision of all students throughout the school day with sufficient staffing of a security team • All employees completing compliance trainings for best practices of safe schools, including childhood sexual assault prevention, mandated reporter for child abuse and neglect, sexual harassment prevention, youth suicide awareness, prevention, and postvention, students experiencing homelessness awareness and understanding, and bloodborne pathogen exposure prevention • Professional development and trainings on lockdown and active shooter procedures • Ensuring appropriate staff to maintain clean and safe facilities and to support student safety and positive behavior by staffing: XX security officers, XX custodial staff, and partnering with LAUSD Police Department to maintain a school police officer 	<p>[\$1,500,000 Capital projects/remodels]</p>	<p>[Yes/No]</p>
<p>4</p>	<p>Continue to provide full-time school nurse and LVN</p>	<p>Continue to provide full-time school nurse and LVN to attend to physical health needs of students including:</p> <ul style="list-style-type: none"> • Administration of physician approved medications • Providing first aid and emergency care to students who become injured or ill during school hours • Providing health education to students on a variety of topics such as hygiene, nutrition, exercise, etc. • Seeking and attending professional development activities to stay current with best practices in school nursing, healthcare trends, and relevant legislation • Providing professional development to staff on health issues and caring for students with certain health issues and in emergency situations • Referrals for glasses, hearing and other health needs • Maintaining accurate and confidential health records of students 	<p>\$136,962 (nurse salary + benefits)</p>	

<p>5</p>	<p>Implement multi-tiered systems of support</p>	<p>Continue implementation of MTSS, including implementing PBIS, by:</p> <ul style="list-style-type: none"> • Staffing a PBIS coordinator • Financing a contract for PBIS trainings (e.g, LACOE or another organization) • Providing coverage for the PBIS team for training days and compensation for monthly after school and summer meetings • Providing field trips, speakers, and outreach activities, including transportation, to increase student engagement • Providing Incentives for PBIS program to promote positive student behavior • Creating and maintaining a summer transition program for incoming 9th grade students to help with early identification of academic and social-emotional needs to provide appropriate intervention (repeated expenditure) • Supporting the Wellness Center by purchasing items to create a safe, calming, and inclusive space • Supporting the Wellness Center by purchasing items for student use (i.e., games, art supplies, fidgets, sand trays, etc.) • Staffing at least two school deans (certificated staff) to support positive student behavior • Continued development of systems for behavior, support, and intervention • Partnering with Metro to provide a TAP card that will be free of charge to each student • Funding the Shoup Campus, for students who need an alternative form of education through independent study • Adequately fund the cafeteria, food program, and cafeteria staff to promote good nutrition and improve health and learning • Build a partnership with WVOC to help inform students of career pathways and opportunities for those who need alternative methods of meeting requirements 	<p>\$250,000 (Field trips) \$959,051 (chartwells contract) \$15,000 (Metro pass) \$40,000 Metro pass will be 7\$ per student enrolled (per year) (speakers) \$298,311 (Deans Salaries + benefits) \$484,728 (indep. studies teachers salaries + benefits) \$1,000 (PBIS training) LACOE contract is 4,500...plus sub coverage for our team days</p>	
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
[\$[Insert dollar amount here]]	[\$[Insert dollar amount here]]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	[\$[Insert dollar amount here]]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action’s effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action’s effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA -wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO -P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Discuss and Approve VAPA Teaching Assistant Position and Salary Table

Section: IV. School Business
Item: E. Discuss and Approve VAPA Teaching Assistant Position and Salary Table
Purpose: Vote
Submitted by:
Related Material: VAPA Salary Table- Art TA.xlsx
Visual Art Teaching Assistant 042624.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

VAPA Salary Table- Art TA.xlsx



EL CAMINO REAL CHARTER HIGH SCHOOL

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BRAD WRIGHT
Board Chair

DAVID HUSSEY
Executive Director

JOB DESCRIPTION

Job Title:	Art Teaching Assistant
Department:	Visual Arts Performance Arts (VAPA)
Reports To:	Performing Arts Department Chair
Salary Scale:	Classified Salary Table
Work Calendar:	204 Days
Location:	El Camino Real Charter High School
FLSA Status:	Non-Exempt

Job Duties, Responsibilities, Qualifications, and Requirements	
Job Summary	The primary responsibility of the Art Teaching Assistant is to ensure the success of each student by supporting the teacher by maintaining classroom management; supervising and guiding students in the use of appropriate materials and techniques; storing and maintaining and preparing resources; and encouraging and facilitating effective use of the materials and space by students.
Essential Duties and Responsibilities	<ul style="list-style-type: none"> • Demonstrate competency in visual arts mediums. • Help with the organization and set-up of displays for art shows and VAPA events. • Help with paperwork for events, field trips, ordering needs and other miscellaneous tasks. • Assist with providing individual and small-group instruction. • Assist in establishing and maintaining standards of student behavior. • Help maintain order in the classroom; monitors students to keep them on task. • Prepare and maintain instructional materials. • Assist the teacher with class prep, set-up, break-down, clean-up and other classroom-related errands as requested. • Engage in Community Outreach for Arts Events, Internships, Guest Speakers, College Collaborations and Scholarships. • Collaborate with Marketing Coordinator to help develop website for VAPA and create other marketing materials for the art department. • Assist the department teachers in performing specific duties as assigned or undertaking specialized tasks. • Work collaboratively with the Visual Arts teachers, students, and staff. • Other duties and responsibilities as assigned.

The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

	<p>Qualifications Knowledge of:</p> <p>General knowledge of the practices used in art instruction; ability to deal effectively with students and teachers; skill in the use of classroom and instructional materials; ability to establish and maintain effective working relationships with teachers, students, and staff.</p> <p>Ability to:</p> <ul style="list-style-type: none"> • Maintain a professional and positive demeanor while working with students, faculty, and staff, fostering a supportive and inclusive environment. • Must be able to multitask, be productive, focused, and flexible. • Create a positive and inclusive environment that reflects the values and mission of the school. • Flexibility and adaptability in accommodating the diverse needs of our school's Visual Art program.
<p>Education and/or Experience</p>	<ul style="list-style-type: none"> • High School diploma or equivalent • Undergrad Degree in Art or Education or related field preferred. • Experience working with High School Students preferred. • Minimum 1 year experience in art or assisting teachers. • Employment is contingent of the successful completion of a background check and TB clearance prior to starting.
<p>Work Environment</p>	<p>The work environment characteristics described herein are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.</p> <ul style="list-style-type: none"> • Work is performed primarily indoors and occasionally outside in seasonal climate and weather conditions. • Must be available to attend meetings, program events and activities at various locations. • May be required to work a varied schedule depending on scheduled events. • Moderate to loud noise levels • Regular contact with teachers, parents, students, staff, and community members
<p>Physical Demands</p>	<p>The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.</p> <ul style="list-style-type: none"> • Must have hand and finger dexterity to operate various equipment. • Must have Visual and auditory acuity to maintain safety standards. • Must be able to sit and stand for sustained periods of time.

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Right to Revise	<p>This job description is not meant to be all-inclusive, and additional duties and responsibilities may be assigned without prior written notice. The school reserves the right to revise this job description as necessary, without advance notice.</p> <p>The statements made herein are intended to describe the general nature and level of work being performed by employees and are not to be construed as an exhaustive list of responsibilities, duties, and skills required of personnel so classified. Furthermore, nothing herein shall be construed as a contract for employment.</p>
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