



# El Camino Real Charter High School

## Regular Board meeting

June 2024 Board Meeting

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### Date and Time

Thursday June 27, 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

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### REGULAR 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:

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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, 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.***

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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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](mailto:comment@ecrchs.net), or by calling [\(818\) 595-7500](tel:8185957500).*

Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
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
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
<b>II.</b>	<b>Consent</b>			<b>6:43 PM</b>
<b>A.</b>	Approve the Minutes of May 16, 2024, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>B.</b>	Approve the Minutes of May 22, 2024, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>C.</b>	Approve the Minutes of May 29, 2024, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>D.</b>	Approve the Minutes of June 6, 2024, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>E.</b>	Approve the Minutes of June 17, 2024, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>F.</b>	Approve the May 2024 Check Registers	Vote	Gregory Wood	1 m
<b>G.</b>	Approve the May 2024, Credit Card Charges	Vote	Gregory Wood	1 m
<b>H.</b>	Approve the RFP Bid Award for Public Address (PA) System	Vote	Fernando Delgado	1 m
<b>I.</b>	Approve the RFP Bid Award for Campus Security Services RFP	Vote	Jason Camp	1 m
<b>J.</b>	Approve the RFP Bid Award for Transportation Services	Vote	Fernando Delgado	1 m
<b>K.</b>	Approve the Sage Contract for Intervention Support	Vote	David Hussey	1 m
<b>L.</b>	Approve the 2024-2025 CDE Consolidated Application for Funding	Vote	Gregory Wood	1 m

	Purpose	Presenter	Time
<b>M.</b> Approve the Marketing Budget Proposal	Vote	Ricardo Covarrubias	1 m
<b>N.</b> Approve the Technology Budget Proposal	Vote	Fernando Delgado	1 m
<b>O.</b> Approve the Substitute Vendor Contract Renewal	Vote	Vania Rodriguez	1 m
<b>III. Finance</b>			<b>6:58 PM</b>
<b>A.</b> May 2024 Investment Update Mr. Wood, CBO, will present the May, 2024, ECRCHS Investment Update.	Discuss	Gregory Wood	10 m
<b>B.</b> May 2024 Financial Update Mr. Wood, CBO, and Ms. Ilyas, Director, Accounting and Finance, will present the May, 2024, Financial Update.	Discuss	G. Wood / A. Ilyas	10 m
<b>IV. Governance</b>			<b>7:18 PM</b>
<b>A.</b> Discuss Board Election for Classified and Community Board Positions David Hussey, Executive Director, will lead the discussion on the board election for Classified and Community board positions.	Discuss	Brad Wright	10 m
<b>B.</b> Discussion and Vote on Proposed 2024-2025 ECRA Board Meeting Calendar Board will discuss and vote on proposed 2024-2025 ECRA Board Meeting Calendar, as follows:  Regular board meeting dates/times/locations  August 29, 2024 September 26, 2024 October 24, 2024 November 21, 2024 December 19, 2024 January 23, 2025 February 27, 2025 March 27, 2025	Vote	Brad Wright	5 m

	Purpose	Presenter	Time
April 24, 2025			
May 22, 2025			
June 26, 2025			

**V. School Business****7:33 PM**

- |           |   |      |                      |      |
|-----------|---|------|----------------------|------|
| <b>A.</b> | Discuss and Vote on the Local Control Accountability Plan (LCAP) 2024-2025 Proposed Goals and Actions   | Vote | David Hussey         | 20 m |
|           | <p>Prior to the vote, Mr. Hussey, Executive Director, will lead a discussion and vote on whether or not to recommend that the full Board approve the 2024-2025 LCAP Proposed Goals and Actions</p>              |      |                      |      |
| <b>B.</b> | Discussion on Capital Improvements  | Vote | Fernando Delgado     | 10 m |
|           | <p>Prior to the vote, Mr. Delgado, COO, will lead the discussion for the Capital Improvement Budget Proposal</p>  |      |                      |      |
| <b>C.</b> | Discussion and Vote on the Establishment of a Separate Designated Fund Balance for Deferred Maintenance (Capital Improvements)  | Vote | G. Wood / F. Delgado | 10 m |
|           | <p>Prior to the vote, Mr. Wood and Mr. Delgado, CBO and COO, will lead the discussion on the Establishment of a separate Designated Fund Balance for Deferred Maintenance account and answer any questions.</p> |      |                      |      |
| <b>D.</b> | Discussion and Vote on 2024-2025 Deferred Maintenance Budget  | Vote | G. Wood / F. Delgado | 10 m |
|           | <p>Prior to the vote, Mr. Wood and Mr. Delgado, CBO and COO, will lead the discussion on the 2024-2025 Deferred Maintenance Budget</p>  |      |                      |      |
| <b>E.</b> | Discussion and Vote the 2024-2025 CharterSAFE General Insurance Contract Renewal  | Vote | Gregory Wood         | 10 m |
|           | <p>Mr. Wood, CBO, will lead a discussion prior to the vote to recommend a renewal of the CharterSAFE contract to the full Board.</p>  |      |                      |      |
| <b>F.</b> | Discussion and Vote to Approve the Revised 2024-2025 Instructional Material Account (IMA)   | Vote | G. Wood / A. Ilyas   | 5 m  |

	Purpose	Presenter	Time	
Prior to the vote, Greg Wood, CBO, and Arleta Ilyas, Director of Accounting/Finance, will lead the discussion for the Math and Athletics Instructional Material Account (IMA)				
G.	Discussion and Vote for the 2024-2025 Budget Approval	Vote	G. Wood / A. Ilyas	20 m
Prior to the vote, Greg Wood and Arleta Ilyas will lead the discussion on the 2024-2025 Budget Approval.				
H.	Discussion on Hiring Process	Discuss	D. Hussey / V. Rodriguez	10 m
David Hussey, Executive Director, and Vania Rodriguez, Director of Human Resources, will lead the discussion on the hiring process at ECR				
I.	Discuss and Vote on Workplace Violence Prevention Plan	Vote	Vania Rodriguez	10 m
Prior to the vote, Vania Rodriguez, Director of Human Resources will lead the discussion on Workplace Violence Prevention Plan				
J.	Discuss and Vote on VAPA Assistant Position	Vote	David Hussey	10 m
Prior to the vote, David Hussey, Executive Director, will lead the discussion on VAPA Assistant Position				
K.	Discuss California Local Indicator	Discuss	David Hussey	10 m
David Hussey, Executive Director, will lead the discussion on California Local Indicator				
L.	Discuss the Annual Performance-Based Charter School Division Oversight Visit Report for 2023-2024	Discuss	David Hussey	30 m
Mr. Hussey, Executive Director, will lead a discussion on the annual performance-based Charter School Division (CSD) oversight visit report for 2023-2024.				
VI.	Closed Session			10:08 PM
A.	Conference with Labor Negotiators	Discuss	David Hussey	30 m
Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.				
Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Roger Scott, Legal Counsel.				

	Purpose	Presenter	Time
Employee Organization: United Teachers Los Angeles.			
B. Public Employee Performance Evaluation Title: Executive Director	Discuss	Brad Wright	10 m
VII. Reconvene to Open Session			10:48 PM
A. Report on Actions Taken in Closed Session, If Any	Discuss	Board Chair	5 m
VIII. Closing Items			10:53 PM
A. Adjourn Meeting	Vote	Board Chair	1 m

# Coversheet

## Approve the Minutes of May 16, 2024, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	A. Approve the Minutes of May 16, 2024, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on May 16, 2024



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

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#### Date and Time

Thursday May 16, 2024 at 5:00 PM

#### 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

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#### SPECIAL BOARD MEETING

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#### ATTENTION:

**WE HAVE RETURNED TO "IN-PERSON" REGULAR AND SPECIAL BOARD MEETINGS AND COMMITTEE MEETINGS.**

**INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING ATTENDEES:**

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**Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:**

1. Agendas are available to all audience members at the door to the meeting.
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“Public Comments” is set aside for members of the audience to raise issues that are on the agenda.

However, due to public meeting laws, the Board can only listen to your issue, not respond or take action.

These presentations are limited to **two (2) minutes** and and total time allotted is only for the topics in the agenda items and will not exceed fifteen (15) 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.

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**Directors Present**

Alexandra Ramirez, Brad Wright, Gregg Solkovits, Steven Kofahl

**Directors Absent**

None

**Guests Present**

Ryan Guinto

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**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 May 16, 2024 at 5:22 PM.

**B. Record Attendance and Guests**

**C.**

### **Pledge of Allegiance to the United States of America (USA)**

Mr. Hussey led the Board members and guests in the Pledge of Allegiance to the United States of America (USA).

#### **D. Public Comments**

No public comments.

### **II. Governance**

#### **A. Change Regular Board Meeting from May 23, 2024 to May 22, 2024**

Gregg Solkovits made a motion to Change Regular Board Meeting from May 23, 2024 to May 22, 2024.

Steven Kofahl seconded the motion.

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

### **III. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:25 PM.

Respectfully Submitted,  
Ryan Guinto

# Coversheet

## Approve the Minutes of May 22, 2024, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	B. Approve the Minutes of May 22, 2024, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board meeting on May 22, 2024



# El Camino Real Charter High School

## Minutes

### Special Board meeting

May 2024 Board Meeting

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#### Date and Time

Wednesday May 22, 2024 at 5:30 PM

#### 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

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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

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### **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 Wednesday May 22, 2024 at 5:30 PM.

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

Alexandra Ramirez Came in at 5:33PM

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

Colson Phillips led the Pledge of Allegiance

#### D. Public Comments

Mr. Hussey announced that Assembly member Jesse Gabriel, along with the California State Assembly, wished to honor the ECR Academic Decathlon team for their exceptional achievements and representation of ECR. He shared that they had received certificates from the California Legislature, which praised the team for winning El Camino Real Charter High School's 10th U.S. National Academic Decathlon Championship. The certificates acknowledged their leadership in the school community and representation of the San Fernando Valley, offering best wishes for their future endeavors.

Mr. Hussey then invited the team members to come forward to receive their certificates, encouraging each Decathlete to say a few words and introduce themselves.

The students came forward, introduced themselves, and graciously accepted their certificates.

Mr. Hussey also recognized the coaches specifically mentioning Ms. Franklin, Mr. Dalsass, and Ms. Evens, and extended thanks to Mrs. Franklin, asking her to introduce herself.

**Mr. Wright** then spoke about Mrs. Franklin before she spoke noting that she had been named Teacher of the Year and said that he and Mr. Kofahl had attended her ceremony. He emphasized that while they didn't take credit for her achievement, they took pride in creating a supportive environment. He thanked her for her contributions.

**Mrs. Franklin** expressed her gratitude, describing the program as transformative and amazing. She urged the board to continue supporting and improving it as needed. She appreciated the freedom the program gave educators to teach without being second-guessed or micromanaged. She mentioned that many coaches leave due to bureaucratic obstacles, so she's grateful and values the supportive environment. She thanked the board for recognizing the coaches.

**Mr. Hussey** then announced that a new **JD** program would be developed and added to the varsity program. He explained that while students typically have to wait until 12th grade to access this material and wisdom, the new program would allow students from possibly 9th to 11th grade to participate. This initiative aims to provide younger students with the valuable skills and experiences that current decathletes enjoy, maybe at a different level, thereby increasing student involvement.

#### E. Executive Director Update

Mr. Hussey, gave the updates highlighting the following:

Mr. Hussey, began by expressing gratitude to teachers, staff members, the board, students, and families for a successful and smoother school year compared to previous ones. He praised Ms. Hutson and the **drama program** for their performances of "Almost, Maine," highlighting upcoming shows. He also commended the **yearbook** students and their sponsor, Ms. Conte, for producing an impressive yearbook, which the students appreciated.

**Prom:** Mr. Hussey mentioned the upcoming prom, noting that over 700 tickets had been sold. He explained the enforcement of the prom policy regarding chronic absenteeism, which had caused some confusion among parents and students. He acknowledged Ms. Clark's efforts in communicating this policy and his own role in further clarifying it when needed.

**Graduation & Senior Awards:** Board members were invited to the Senior Awards on May 30th at 5:30 PM and the graduation ceremony on June 7th at 6 PM.

**Field progress:** He provided an update on the progress of the Astro turf field, thanking Bob from LAUSD for ensuring timely completion, which would enable the field to be ready for graduation.

#### **F. Chief Business Officer Update**

Gregory Wood provided updates on various financial matters:

Mr. Wood, stated that the business office is currently very busy. Last Friday, the governor provided a budget update, which they reviewed with insights from School Services of California and another charter school finance expert, CSDC.

He noted that the Cost of Living Adjustment (COLA) for next year is projected to be 1.07%, a slight increase from the 0.76% mentioned in January. To reach this funding level, the state plans to use up its \$8 billion rainy day fund, reducing it to zero by the end of next year. Future COLAs are anticipated to be around 2.9% and 3%.

Mr. Wood cautioned that a decline in enrollment could negate the 1.07% COLA increase in funding, especially if they base their calculations on protected enrollments for the next year. He indicated that the budget is being put together and will be discussed in detail at the next Finance Committee meeting, with a presentation to the board planned for the June meeting.

#### **G. Board Committees Update**

There were no Committee updates.

#### **H. Board Chair Update**

Mr. Wright took a moment to recognize Dr. Lyon, who will be returning and has recently received her doctorate. He also expressed gratitude for Dr. Clark's leadership, highlighting that the board doesn't need to micromanage because of the competent work being done.

### **II. Consent**

#### **A. Approve Minutes of April 25, 2024, Regular Board Meeting**

Steven Kofahl made a motion to approve the minutes from Regular Board meeting on 04-25-24.

Gregg Solkovits seconded the motion.

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

## **B. Discuss and Vote on April 2024 Check Registers**

Steven Kofahl made a motion to approve April 2024 Check Registers.

Gregg Solkovits seconded the motion.

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

## **C. Discussion and Vote on April 2024, Credit Card Charges**

Steven Kofahl made a motion to approve April 2024, Credit Card Charges.

Gregg Solkovits seconded the motion.

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

## **III. Finance**

### **A. April 2024 Investment Update**

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

**OPEB:** Mr. Wood noted that as of the end of April, the account balance was \$29.2 million, representing a decline of \$600,000 due to market conditions. However, the account has seen a 15% increase year-to-date, with 8% attributed to investment changes.

The account has been making monthly payments for retirees, totaling \$357,000 through April. Additionally, the school has continued to contribute \$2.2 million over ten months.

He highlighted that the market conditions have been improving, with the balance increasing to \$30 million as of today, which includes this year's \$200,000 contribution. He expressed confidence that the account should be fully funded by the end of the year, which would be positive news for future OPEB retirees.

**General account:** Moving on to other investments, Mr. Wood stated that the managed investments were at \$6.5 million at the end of April, and they have now increased to \$6.7 million under current conditions. He mentioned the presence of an annuity and a T-bill in the investment portfolio. Overall, he expressed that the general investment account was looking very positive.

### **B. April 2024 Financial Update**

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

**Cafeteria update:** Ms. Ilyas presented a financial summary of the cafeteria, stating that in April, 43,759 meals were served. Compared to the previous year, there is a 5% decrease in meal servings, which correlates with the decline in enrollment.

Regarding revenue and expenses, the cafeteria program achieved a net gain of \$35,277 for the month, contributing to a year-to-date gain of \$203,253. Ms. Ilyas clarified that while the program is profitable, the funds must remain within the food services program.

**ADA update:** Ms. Ilyas presented a comparison of attendance data from April of the current year to April of the previous year. She noted that the enrollment for April of the current year stood at 3,116 students, whereas in the previous year it was 3,382 students, indicating a decline of 266 students. She highlighted this as indicative of a declining trend, further underscoring that incoming classes are smaller while outgoing classes are larger.

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

Prior to the vote, Greg Wood, CBO, presented the 2024-2025 Instructional Materials (IMA) Budget.

Mr. Wood presented the culmination of budget packets sent out to stakeholders, detailing requests for instructional materials from teachers for their respective departments or programs. He explained that the displayed information represented all the received requests, each accompanied by detailed supporting materials. All requests had been recommended, with the exception of items like band stipends and technology requests, which were moved to other parts of the budget.

In total, the requests amounted to approximately \$299,265. A master schedule adjustment was included to accommodate any additional requests that might arise over the summer due to course changes.

Mr. Wood stated that certain requests, such as those from the special education department, CTE, and arts music block grant, would be allocated to categorical funding rather than the general fund.

He noted that requests from the math department and athletics had not yet been received, and efforts were underway to obtain them before the June meeting. The Finance Committee recommended the presented budget, with the exception of these outstanding requests from math and athletics.

Gregg Solkovits made a motion to approve the 2024-2025 Instructional Materials (IMA) Budget.

Ronald Laws seconded the motion.

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

## IV. School Business

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

Prior to the vote, Mr. Wood presented the renewal 2024-2025 Food Service Contract with Chartwells

Mr. Wood discussed the Chartwells contract, noting that the original agreement, established a few years ago, included provisions for four extensions. The current contract represents the second extension applicable to the next school year. He explained that this contract had been coordinated with, and approved by the CDE, but still requires board approval and they have assisted in its preparation.

The rates for breakfast and lunch in the contract are based on the CPI for Los Angeles County, and the CDE has approved these rates. He also informed the board that the cost increase is approximately 4.7%, whereas revenues might slightly decrease if the COLA is only 1.2%. Despite this, the program remains profitable, and the universal meals program is expected to continue next year. Mr. Wood recommended that the full board approve the contract.

Danielle Centman made a motion to approve the the renewal 2024-2025 Food Service Contract with Chartwells.

Steven Kofahl seconded the motion.

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

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

Prior to the vote, Emilie Larew presented the 2024-2025 Piece of Mind Special Education Services Contract and answer any questions.

Ms. Emilie discussed the contract, which she had submitted to the finance committee the previous week. She provided a rate comparison from various non-public agencies for services they use, highlighting the competitive rates of the Peace of Mind contract. Ms. Emilie mentioned that while rates generally increase each year, Peace of Mind has been willing to negotiate, unlike some other agencies. She praised Peace of Mind for their responsiveness and flexibility, noting that the contract is similar to last year's, with minor changes reflecting the absence of COVID-related terms.

She emphasized the goal of providing high-quality services at the best available rates, mindful of using public funds responsibly.

**Mr. Solkovits** added that he was impressed by the presentation at the Finance Committee meeting, and wanted it on record, that Ms. Emilie showcased the excellent service provided by Peace of Mind, highlighting their effective collaboration with the school and that she expressed overall satisfaction with Peace of Mind performance. Brad Wright made a motion to to approve the 2024-2025 Piece of Mind Special Education Services Contract.

Gregg Solkovits seconded the motion.

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

### **C. Discuss and Vote Collective LAUSD SELPA Notification Letter**

Mr. Hussey presented the draft notification letter to LAUSD re: reservation of rights to exit the LAUSD SELPA and answered questions.

Mr. Hussey explained that SELPA stands for Special Education Local Planning Area. Each year, charter schools in the option three charter-operated programs create a letter to present to each individual board, notifying LAUSD of their potential to opt out if circumstances change over the summer.

He explained that he attend these meetings and are currently satisfied with the work being done by COP three, so they do not plan to leave. However, this letter gives them the option to opt out if necessary. This notification was simply to inform the board of the intent to sign the collective letter and present it to LAUSD.

When a **Board** member asked if this was a year-long commitment, Mr. Hussey confirmed, explaining that they sign the agreement annually. While they have the option to opt out before the start of the year, once the year begins, they remain committed even if they become unhappy with it.

Ronald Laws made a motion to approve the Collective LAUSD SELPA Notification Letter  
Steven Kofahl seconded the motion.

Steven Kofahl seconded the motion.

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

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

**Mr. Wright**, as the board chair, expressed his responsibility for ensuring the agenda is distributed and approved in a timely manner. He acknowledged that he mistakenly thought the agenda had been sent out by 5:30, but it wasn't, leading to a violation that prevents them from discussing the LCAP. Consequently, the LCAP discussion will be postponed to the next meeting. He apologized, citing an internet issue, and assured that this mistake would not happen again. He suggested addressing the LCAP at the next finance meeting, asking if that was acceptable.

**Mr. Hussey** clarified that they must present the LCAP before voting on it, so the presentation will occur at the next finance committee meeting, followed by a vote at the regular June meeting.

**Mr. Wood** noted that the next finance meeting, usually on Thursday the 20th, would be moved due to attendance issues. They plan to reschedule it to Monday, June 18th, and this change will be publicized.

**Mr. Hussey** reiterated the tentative schedule: the finance meeting on Monday, June 17th, and the regular board meeting on Thursday, June 27th.

**Ms. Clark** added that for public LCAP meetings, the state now requires a tool for parents to provide feedback. Instead of only being able speaking in front of the board, parents could submit their comments via a form or survey after the presentation. This forms could then be submitted to any of the board members. She asked for thoughts on this approach.

**A Board** member inquired whether there would be an opportunity to review the public comments before the vote and if the vote would occur at the following meeting, and **Ms. Clark** confirmed that public comments would be on the 17th, and the vote would take place ten days later, on the 27th. She clarified that comments should be limited to the LCAP.

**Mr. Hussey** recommended conducting a survey to gather feedback, as this method would allow more people to participate by listening to the recording and then commenting, rather than limiting feedback to those physically present.

**Mr. Wright** agreed, suggesting they proceed with the survey, ensuring it is distributed in a timely manner. It was also proposed that the survey be left open for 48 hours to maintain transparency.

#### **E. Discuss and Approve VAPA Teaching Assistant Position and Salary Table**

Mr. Hussey presented the Salary Table

Mr. Hussey discussed Prop 28, making it clear that the positions funded by this grant are intended to supplement, not replace, existing roles. The funds must be used for additional personnel or extra duties beyond current levels.

He noted that while the VAPA Program has added two other positions, they believe that an art teaching assistant would further support art teachers in meeting student needs. This is a new position to supplement daily activities with students at El Camino, and it is a single position.

**Mr. Wright** asked if the T.A. position would have the same type of contract as a teacher.

**Mr. Hussey** clarified that while all contracts are similar, this is not a teacher contract but a classified position.

**A Board** member inquired about external funding for the position and **Mr. Wood** confirmed that the funding comes entirely from the Prop 28 grant, making it categorically funded, and suggested this should be indicated in the contract.

**Mr. Hussey** agreed, adding that it is important to specify in the contract that the job is tied to the grant, so if Prop 28 funding ceases, the affected individuals are aware that their position is contingent on this grant.

**Mr. Solkovits** suggested discussing the funding contingency with the union. **Mr. Hussey** agreed and said he would address this with them.

Gregg Solkovits made a motion to approve the VAPA Teaching Assistant Position and Salary Table.

Steven Kofahl seconded the motion.

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

## **V. Governance**

### **A. Discuss Upcoming ECRA Board Community Rep. and Classified Rep. Positions**

**Mr. Wright** announced that there would be two board positions available: a community representative position, currently held by Ms. Ramirez, and a classified position, currently held by Ms. Vargas. These positions will be advertised next month, with notices placed in newspapers. He invited anyone interested in joining the board to apply and run for these positions. The elections are scheduled for August, at the start of the new school year, to ensure that new classified members also have the opportunity to vote and have their voices heard.

## **VI. Reconvene to Open Session**

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

Board had nothing to report.

## **VII. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:26 PM.

Respectfully Submitted,  
Ryan Guinto

# Coversheet

## Approve the Minutes of May 29, 2024, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	C. Approve the Minutes of May 29, 2024, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on May 29, 2024



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

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#### Date and Time

Wednesday May 29, 2024 at 5:30 PM

#### Location

El Camino Real Charter High School - B107

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

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#### SPECIAL BOARD MEETING

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

#### ATTENTION:

**WE HAVE RETURNED TO "IN-PERSON" REGULAR AND SPECIAL BOARD MEETINGS AND COMMITTEE MEETINGS.**

**INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING ATTENDEES:**

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El Camino Real Alliance ("ECRA") welcomes your participation at ECRA's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of ECRA in public.

**Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:**

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items of the Special Board Meeting.

"Public Comments" is set aside for members of the audience to raise issues that are on the agenda.

However, due to public meeting laws, the Board can only listen to your issue, not respond or take action.

These presentations are limited to **two (2) minutes** and total time allotted is only for the topics in the agenda items and will not exceed fifteen (15) 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.

3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify the item(s) on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes before the item is addressed, and total time allocated to agenda items will not exceed six (6) minutes for a Discussion item and nine (9) minutes per Vote item.

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, and the total allocated time shall be appropriately increased as well.

4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth. In order to maintain allotted time limits, the Board Chair may modify speaker time allocations or the total amount of allotted time for an item.

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 in-person Board Meetings.***

***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 will be approved/enacted by the Board in one motion or more motions 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 vote(s) on the Consent Agenda item(s). 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](mailto:comment@ecrchs.net), or by calling (818) 595-7500.*

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### **Directors Present**

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

### **Directors Absent**

None

### **Guests Present**

Ryan Guinto

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## **I. Opening Items**

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

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

Brad Wright came in at 5:32PM

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

Board and audience did the pledge of allegiance.

**D. Public Comments**

No Public Comments

**II. Reconvene to Open Session**

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

Nothing to report.

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:25 PM.

Respectfully Submitted,  
Ryan Guinto

# Coversheet

## Approve the Minutes of June 6, 2024, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	D. Approve the Minutes of June 6, 2024, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on June 6, 2024



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

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#### Date and Time

Thursday June 6, 2024 at 5:30 PM

#### 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

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#### SPECIAL BOARD MEETING

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However, due to public meeting laws, the Board can only listen to your issue, not respond or take action.

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### **Directors Present**

Brad Wright, Daniela Lopez-Vargas, Danielle Centman, Gregg Solkovits, Steven Kofahl

### **Directors Absent**

None

### **Guests Present**

Ryan Guinto

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## **I. Opening Items**

- A. Call the Meeting to Order**
- B. Record Attendance and Guests**
- C. Pledge of Allegiance to the United States of America (USA)**

Board and audience did the pledge of allegiance.

#### **D. Public Comments**

1. Susan Mochirfratemi - Requested the board to recognize all of her years of experience being a teacher.
2. Robyn Lyon - Requested the board to consider that the stipend for Doctorate with teachers can be the same as the stipend for administrators. She said that she already requested it from UTLA but she also want to mention it to the board.

### **II. School Business**

#### **A. Discussion and Review of the Local Control Accountability Plan (LCAP) Update 23-24 Goals and Actions**

Dr. Clark, Administrative Director, led the discussion on the LCAP Update 23-24 Goals and Actions

The document includes pages where each goal is reflected upon, detailing how it was carried out, any material differences in budgeted expenditure, and explanations of the outcomes and necessary changes:

**Goal 1: Dr. Clark** reviewed and reflected on the first goal: ensuring students demonstrate academic growth in ELA, Math, and Science. She noted that this goal remained unchanged from the previous.

She reported that all goals were implemented with fidelity, with no substantive differences in planned actions and actual implementation, although minor adjustments were noted. The actions taken led to improvements in ELA, Math, and Science. The data indicates that while the majority of efforts were successful, there is a need to focus more on specific subgroups, such as students with disabilities, the unduplicated population, African American, and Latino & Hispanic students. Most actions were effective, and the school will continue using research-based methods to further improve in these areas.

**Goal 2:** Dr. Clark reviewed Goal 2 which aimed to provide all students with a high-quality education through equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning. She noted that this goal was analyzed to see how effectively it was carried out.

There were 11 actions associated with this goal, all of which were implemented with fidelity, with no substantial differences between the planned actions and their actual implementation. The analysis showed that the specific actions taken were necessary for making progress. Dr. Clark noted that they are working towards rebranding their study skills classes to focus more on research-based strategies, including SEL.

**Goal 3:** Dr. Clark reviewed Goal 3, which had been merged with Goal 2. This goal focused on ensuring all students graduate college and career ready and aimed to

increase the graduation rates for unduplicated students, students with disabilities, Latinx students, and African American students.

There were nine actions associated with this goal, all of which were implemented with fidelity. In terms of effectiveness, significant strides were made towards achieving this goal. One notable achievement was the increase in pathways from three to four, providing more potential areas of interest for students to explore. Dr. Clark informed the board that, based on what was learned from this goal, there is a recommendation to revamp the summer bridge program in the near future.

**Goal 4:** The goal aimed to provide a safe, inclusive, and culturally competent learning environment through targeted efforts supporting students of color, students experiencing opportunity gaps, and LGBTQ+ students.

This goal was implemented as planned and with fidelity. Regarding effectiveness, the actions taken were effective, and progress is ongoing. It was determined that professional development (PD) needs to be more targeted and needs-based. Some teachers indicated that previous PDs weren't what was needed. Consequently, the focus will shift to addressing areas highlighted by the charter division or the WASC report, etc., to ensure PDs are more relevant and beneficial.

**Goal 5:** This goal aimed to ensure that all parents in the school community have increased, authentic, and safe opportunities to provide input through regular and effective two-way communication.

The analysis showed that this goal was implemented with fidelity and as planned. The actions taken were deemed effective, with a focus on enhancing transparency in school communication. Parents indicated improvements in communication, especially with the upgraded school website. Although some information is still occasionally hard to find, the overall feedback has been positive. The marketing coordinator will continue to explore ways to expand the school's presence in the community and further improve communication.

**Goal 6:** This goal focused on providing specific support and optimal equipment to address the social-emotional, mental health, and physical needs of all students. This goal was combined with another, as mentioned previously.

The analysis indicated that this goal was implemented effectively, with no substantial differences in the planned actions. The wellness center at El Camino was highlighted as a significant success, receiving positive feedback from parents, teachers, and students. It has become an essential part of the school's culture. However, issues remain with suspension, attendance, and dropout rates, which increased last year. Addressing these areas is ongoing, and there is a plan in place to target these issues. The tech office has been diligently working on developing a system to track attendance and related data to support these efforts.

**Mr. Wright** asked about maintenance, specifically mentioning the recurring cost of floor and equipment issues. He suggested that investing in better equipment for daily floor care could save money in the long run by reducing the need for professional refinishing annually.

**Mr. Hussey** clarified that such expenses wouldn't fall under LCAP, as LCAP funds are more instructionally based, whereas Mr. Wright's suggestion pertains to facilities.

**Mr. Wright** then inquired about the status of golf carts that were supposed to be acquired last year, asking if this was part of the LCAP. **Dr. Clark** responded that it was not. **Ms. Ilyas** added that while ensuring good and safe facilities is a requirement, items like golf carts and sports floor repairs wouldn't be addressed directly in the LCAP.

**Mr. Wright** pressed on, highlighting safety concerns, such as slippery floors causing injuries or faulty golf cart brakes causing accidents. **Ms. Ilyas** acknowledged these safety issues but reiterated that they wouldn't be directly addressed in the LCAP. Instead, such repairs and equipment maintenance would be part of the overall budget, as detailed in the budget overview for parents, which includes necessary expenses not covered by the LCAP.

**Goal 7:** Dr. Clark reviewed Goal 7, which was added later in the 2022-2023 school year and implemented as planned with fidelity.

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

Dr. Clark provided highlights, noting that the document is available in the Google drive and is not yet up for a vote.

She highlighted two successes: Math and English performance, both marked in the green on the California dashboard. However, she identified weaknesses in college and career readiness, which, despite being above the state average (48.6% compared to 43.9%), is still considered low.

Additionally, the suspension rate has increased by 1.1% from the previous year. Dr. Clark clarified that the school is not recognized as a California Distinguished School due to high suspension and dropout rates, despite strong test scores. The four factors considered for this designation are Math, English, suspension, and dropout rates.

**Mr. Wright** questioned why other schools with dropouts, like Birmingham and Granada in LAUSD, receive the distinction while El Camino does not?

**Dr. Clark** clarified that it is based on the rates being higher than the state average, and noted that the suspension and dropout rates had increased, which disqualified them. **Mr. Wright** expressed frustration, pointing out that maintaining discipline and ensuring a safe environment for students leads to negative repercussions from the state system.

**Dr. Clark** agreed, noting the punitive aspect of the situation.

**Mr. Solkovits** added that in smaller schools, even a few suspensions or dropouts can disproportionately impact the rates, criticizing the system for not accounting for the unique challenges of small schools and calling for an explanation to parents and a reevaluation of the criteria for the California Distinguished School designation.

**Goal 1:** It aims to provide all students with a high-quality education, equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning, specifically in LEA math and science. **Dr. Clark** highlighted the actions being taken to achieve this goal, which include:

- Addressing areas of need directly and providing tailored support to students requiring additional assistance for academic growth.
- Offering targeted intervention for the **EL (English Learner)** population.
- Sending teachers to professional development opportunities.
- Building a culture of data-driven instruction and reflection.
- Focusing on instructional equity.
- Ensuring all educational partners have access to updated technology and data.
- Maintaining a fully credentialed teaching staff and ensuring proper assignments.
- Staffing a full administrative team to support all educators.

**Goal 2:** Dr. Clark outlined Goal 2, which focuses on ensuring that all students graduate college and career ready, with an emphasis on increasing the graduation rates for students with disabilities, Latinx, English learners, African American students, needy youth and homeless youth. The actions being taken to achieve this goal include:

- Continuing to develop and expand CTE (Career and Technical Education) pathways.
- Providing opportunities for students to explore and expand their career pathways.
- Supporting A-G and AP test pass rates.
- Offering ongoing professional development for counselors and staff.
- Maintaining a counselor-to-student ratio of under 1:400 to ensure proper services.
- Contracting and utilizing college and career readiness programs.
- Continuing to offer summer school and credit recovery options for all students.
- Exploring the expansion of online schooling options, even during the regular school year, following the trend of many schools.

**Goal 3:** Goal 3, which focuses on ensuring that all parents and guardians in the school community have authentic and safe opportunities to provide input through regular, effective two-way communication for shared decision-making. The action steps for this goal include:

- Maintaining strong collaboration with parents.
- Ensuring easy access to attendance updates, addressing concerns raised by both parents and teachers.
- Increasing communication between homes and schools.
- Continuing **funding** for the marketing coordinator role.
- Remodeling an office space to serve as **a family working center**.

**Mr. Wright** raised the need for better press relations, emphasizing the importance of allowing the Board to focus on oversight rather than dealing with public relations issues.

**Dr. Clark** acknowledged that this issue was highlighted in surveys and reported by teachers, indicating a need for improvement in this area.

**Goal 4:** Dr. Clark outlined Goal 4, which is to provide a safe, inclusive, and equitable learning environment that meets the social, emotional, mental health, and physical needs

of all students through multi-tiered systems of support, targeted efforts for vulnerable student populations, and sufficient resources.

**Dr. Clark** concluded by summarizing that the LCAP is extensive and detailed. She invited questions now or within the next 48 hours, or by Monday, to ensure it can be finalized and approved at the next meeting.

**Mr. Wood** interjected to explain that one of the required documents, apart from the goal section, includes pie charts as part of the LCFF budget overview for parents. This overview provides stakeholders and the public with a clear picture of the school's funding sources. He highlighted that LCFF (Local Control Funding Formula) constitutes the largest part of the funding at 78%. Within the LCFF, the school receives a smaller portion: 33% for free and reduced meals, and an additional 5%, amounting to \$2.3 million, for needy youth.

**Mr. Wright** asked Dr. Clark for clarification regarding the school nurse. **Dr. Clark** responded that they will provide a full-time school nurse, an athletic trainer, and an LVN.

**Mr. Wright** then inquired about the equipment for the athletic trainer, noting the absence of an ice machine, which is crucial for treating injuries sustained during athletic events. He emphasized the importance of having proper equipment and asked Dr. Clark to add an ice machine to the list of needs. Dr. Clark agreed to do so.

Mr. Wright also mentioned the issue of trash cans being an eyesore and causing unpleasant odors near the gym, suggesting they be moved closer to the fence to avoid obstructing walkways and also away from the classrooms to avoid causing infestation problems. **Dr. Clark** agreed to find a better location for the trash cans.

**A Board** member pointed out a possible typo in Goal 1's measuring and reporting results for the year 24-25, where the percentage for socioeconomically disadvantaged students meeting or exceeding the ELA aspect was shown as decreasing, instead of increasing as intended.

**Mr. Wright** then addressed Mr. Kofahl's concern about trash collection, suggesting that increasing the frequency of trash pickups could reduce mess and rodent problems, noting that he initially thought the school was paying for trash, and was considering budget adjustments accordingly. He also suggested more frequent collections to solve the excess trash problem.

Went to close session at 6:19PM

### III. Closing Items

#### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:12 PM.

Respectfully Submitted,  
Ryan Guinto

# Coversheet

## Approve the Minutes of June 17, 2024, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	E. Approve the Minutes of June 17, 2024, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on June 17, 2024



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

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#### Date and Time

Monday June 17, 2024 at 5:15 PM

#### 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

Gregg Solkovits - 2345 El Vista Street Redding, CA 96002

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#### SPECIAL BOARD MEETING

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

#### ATTENTION:

**WE HAVE RETURNED TO "IN-PERSON" REGULAR AND SPECIAL BOARD MEETINGS AND COMMITTEE MEETINGS.**

**INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING ATTENDEES:**

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El Camino Real Alliance ("ECRA") welcomes your participation at ECRA's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of ECRA in public.

**Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:**

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items of the Special Board Meeting.

"Public Comments" is set aside for members of the audience to raise issues that are on the agenda.

However, due to public meeting laws, the Board can only listen to your issue, not respond or take action.

These presentations are limited to **two (2) minutes** and total time allotted is only for the topics in the agenda items and will not exceed fifteen (15) 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.

3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify the item(s) on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes before the item is addressed, and total time allocated to agenda items will not exceed six (6) minutes for a Discussion item and nine (9) minutes per Vote item.

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, and the total allocated time shall be appropriately increased as well.

4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth. In order to maintain allotted time limits, the Board Chair may modify speaker time allocations or the total amount of allotted time for an item.

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 in-person Board Meetings.***

***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 will be approved/enacted by the Board in one motion or more motions 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 vote(s) on the Consent Agenda item(s). 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](mailto:comment@ecrchs.net), or by calling (818) 595-7500.*

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#### **Directors Present**

Alexandra Ramirez, Brad Wright, Daniela Lopez-Vargas, Steven Kofahl

#### **Directors Absent**

None

#### **Guests Present**

Ryan Guinto, Vania Rodriguez

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### **I. Opening Items**

**A. Call the Meeting to Order**

**B. Record Attendance and Guests**

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

Greg Wood led the pledge of allegiance.

**D. Public Comments**

No public comments.

**II. Reconvene to Open Session**

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

No actions were taken.

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:36 PM.

Respectfully Submitted,

Ryan Guinto

Steven Kofahl made a motion to adjourn meeting.

Daniela Lopez-Vargas seconded the motion.

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

# Coversheet

## Approve the May 2024 Check Registers

<b>Section:</b>	II. Consent
<b>Item:</b>	F. Approve the May 2024 Check Registers
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II.F_-_General_Register_-_May_2024.pdf II.F_-_ASB_Register_-_May_2024.pdf II.F_-_Checking_Register_-_May_2024.pdf II.F_-_ASB_Trust_Balances_-_May_2024.pdf II.F_-_Vendor_YTD_-_May_2024.pdf

Check Register

Account: 1761 General

El Camino Real HS

May 2024

Grand Total    \$    640,335.94

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account
5/3/2024	ACH240503-01	PenServ Plan Services	403(B) Funding 04/16/24 - 04/30/24	\$    35,058.45	May 2024	General Operations	403(b)
5/6/2024	ACH240506-01	CRM Maestro Integrated CRM Solutions	MyClass Development	\$    37,680.00	May 2024	General Operations	Non Instructional Consulting
5/17/2024	ACH240517-01	U.S. Bank National Association (OPEB)	OPEB PAYMENT - MAY 2024	\$    220,000.00	May 2024	General Operations	OPEB
5/17/2024	ACH240517-02	Self Insured Schools of California	SISC HEALTH - APR 2024	\$    345,779.44	May 2024	General Operations	Benefits
5/20/2024	ACH240520-01	PenServ Plan Services	403(B) Funding 05/01/24 - 05/15/24	\$    1,169.52	May 2024	General Operations	403(b)
5/28/2024	ACH240528-01	PPLSI	LEGALSHIELD - MAY 15 PAYROLL	\$    165.60	May 2024	General Operations	Benefits
5/28/2024	ACH240528-02	Texas Life Insurance Company	SM0F6Z20220714001 Supplemental Life insurance 5/15/24	\$    482.93	May 2024	General Operations	Benefits

**Excludes payment amount towards retiree benenefits paid by Investment Account	certificated	\$    27,984.67
	classified	\$    9,057.07

# Check Register

Account: 1826 ASB

El Camino Real HS

May 2024

Grand Total: \$ 175,949.15

Date	Check Number	Name	Memo	Trust Account	Amount	Period	VOID
5/6/2024	2360R	Tom Nassraway	Boys JV Volleybal Tournament 4/29/2023	Boys Volleyball	77.00	May 2024	
5/1/2024	2829	Fence Factory Rentals	660620 2/24/2024 Winter Formal	ASB General	1,044.00	May 2024	
5/1/2024	2831	Robert Guzman	INV 9 Winterguard Show shirts and joggers	Drill Team	661.00	May 2024	
5/1/2024	2832	Countdown Printables	INV 31763-1 New uniforms for the ECR Step Team.	Step	2,945.45	May 2024	
5/1/2024	2833	Hyatt Place Garden City	05/23-05/27 Step team hotel	ASB General	10,988.36	May 2024	
5/1/2024	2834	First Class Events	INV 005413 Prom 2025 Deposit	Grad Class of 2024	4,000.00	May 2024	
5/2/2024	2835	Grant A. Horn	invoice-30244	Marching Band	1,300.00	May 2024	
5/2/2024	2836	Michael Jeff	invoice242624	Marching Band	1,100.00	May 2024	
5/2/2024	2837	Fred J. Miller, Inc	INV #w-8024 Marching Band Shoes	Marching Band	662.30	May 2024	
5/2/2024	2838	MG Express Inc.	INV 2437 Field Trips NJROTC	NJROTC	1,800.00	May 2024	
5/2/2024	2839	EF Explore America, Inc.	INV 2680257NU-1 Fees/scholarships Theater	Drama	13,533.00	May 2024	
5/3/2024	2840	Carlos Astorga	4/13/2024 ECR Baseball Tournament #4968	Baseball	98.00	May 2024	
5/6/2024	2841	Douglas Barrera	Local Vocals Showcase	Choir	144.82	May 2024	
5/7/2024	2842	Allied Private Investigations & Security Services, LLC	INV ELC 2315 B Security Services 03/14-03/17/24	Drama	648.15	May 2024	
5/7/2024	2843	Dave Patterson	PO11081 ECR Baseball Tournament 4/20/2024 #00053574	Baseball	116.00	May 2024	
5/7/2024	2844	Thomas Tenney	PO11079 ECR Baseball Tournament 4/20/2024 #00053574	Baseball	98.00	May 2024	
5/7/2024	2845	Robert Hacker	PO11069 ECR Baseball Tournament 3/16/2024 #3075	Baseball	98.00	May 2024	
5/7/2024	2846	David Rosenberg	PO11070 ECR Baseball Tournament 3/16/2024 #3075	Baseball	98.00	May 2024	
5/7/2024	2847	Chris Levenson	PO11071 ECR Baseball Tournament 4/3/2024 #3078	Baseball	116.00	May 2024	
5/7/2024	2848	Albert Saucedo	PO11077 ECR Baseball Tournament 4/3/2024 #3078	Baseball	98.00	May 2024	
5/7/2024	2849	Anders Sundberg	Anders Home Depot Reimbursement 04/10/2024	ASB General	24.12	May 2024	
5/8/2024	2850	Picture Perfect Graphics	PO11090 SENIOR CABNIEET HOODIES	Grad Class of 2024	259.95	May 2024	
5/9/2024	2851	George Borgardt	George Borgardt Reimbursement	Softball	63.38	May 2024	
5/9/2024	2852	SUSAN MOCHIRFATEMI	Reimbursment	French Club	0.00	May 2024	Voided
5/9/2024	2853	SUSAN MOCHIRFATEMI	Check Reissue	French Club	123.75	May 2024	
5/9/2024	2854	Slam Jam Basketball	01/24 Showcase Series Two Teams	Boys Basketball	500.00	May 2024	
5/9/2024	2855	Drizen-dohs Corporate Communications, Inc.	INV 8242 Basketball Media Guide	Boys Basketball	695.97	May 2024	
5/9/2024	2856	Joe Franiak	ECR Baseball Tournament 4/27/2024 Burbank v Poly	Baseball	98.00	May 2024	
5/9/2024	2857	Robert Jiron	ECR Baseball Tournament 4/27/2024 Burbank v Poly	Baseball	98.00	May 2024	
5/10/2024	2858	Robert Quirarte	4/13/2024 ECR Baseball Tournament Game#00053570	Baseball	98.00	May 2024	
5/10/2024	2859	Brian Culty	4/13/2024 ECR Baseball Tournament Game#00053570	Baseball	116.00	May 2024	
5/10/2024	2860	Olivia Amigo	03222024 Choreography for ELCO	Drama	2,000.00	May 2024	
5/10/2024	2861	Errol Colin	4/22/2024 ECR Baseball Tournament Game#4936	Baseball	98.00	May 2024	
5/10/2024	2862	Albert Saucedo	4/22/2024 ECR Baseball Tournament Game#4936	Baseball	98.00	May 2024	
5/10/2024	2863	Hilda Rodriguez	04/28/24 Senior Day Ballons	Grad Class of 2024	65.70	May 2024	
5/10/2024	2864	Allied Private Investigations & Security Services, LLC	INV ELC 2315 A Security Services 03/08/24	Grad Class of 2024	372.45	May 2024	
5/14/2024	2865	Courtney Coffey	03/2024 Color Guard Coaching	Drill Team	600.00	May 2024	
5/14/2024	2866	Hot Dogger Tours, Inc. (Gold Coast Tours)	INV 425922 Tour Bus	Baseball	6,812.50	May 2024	
5/14/2024	2867	Impact Cheer & Tumbling	April 2024 Cheer Coaching	Cheer	0.00	May 2024	Voided
5/14/2024	2868	Impact Cheer & Tumbling	April 2024 Cheer Coaching	Cheer	1,000.00	May 2024	
5/14/2024	2869	Daniel De Luna	04/24 April Coaching	Drill Team	800.00	May 2024	
5/14/2024	2870	Courtney Coffey	04/10/24 April Coaching	Drill Team	600.00	May 2024	
5/17/2024	2871	Bowlero Woodland Hills	05/30/24 Boys Basketball Varsity Banquet BEO# 270-24945	Boys Basketball	348.08	May 2024	
5/16/2024	2872	Grand G&G Inc.	inv 94333 Student Store Sales	ASB General	2,417.07	May 2024	
5/17/2024	2873	Bowlero Woodland Hills	05/23/24 Boys Basketball Frosh & JV Banquet BEO# 270-24844	Boys Basketball	696.20	May 2024	
5/17/2024	2874	Maggiano's Inc., an Illinois corporation	05/17/24 Deposit	ASB General	750.00	May 2024	
5/17/2024	2875	Colony High School	061524 4th Annual 7on7 Tournament and Linemen Competition	Football	450.00	May 2024	
5/17/2024	2876	Andrew Schultz	Reimbursement for Girls Basketball Awards 2024	Girls Basketball	110.16	May 2024	

# Check Register

Account: 1826 ASB

El Camino Real HS

May 2024

Grand Total: \$ 175,949.15

Date	Check Number	Name	Memo	Trust Account	Amount	Period	VOID
5/20/2024	2877	Sophia Saravia	POWDERPUFF SUPPLIES - REIMBURSEMENT	Grad Class of 2024	348.34	May 2024	
5/17/2024	2878	Pro Quick Draw, LLC	INV 1266 Software for playbook learning and testing	Football	435.81	May 2024	
5/17/2024	2879	Erica Budniak	2024 Girls Basketball Senior Night Expenses	Girls Basketball	331.39	May 2024	
5/20/2024	2880	Robert Jiron	ECR Baseball Tournament 4/6/2024 Game#4953	Baseball	89.00	May 2024	
5/20/2024	2881	Eddie Hwang	ECR Baseball Tournament 4/11/2024 #3082	Baseball	98.00	May 2024	
5/20/2024	2882	Andrew Schreiber	ECR Baseball Tournament 4/27/2024 Poly v Burbank JV	Baseball	89.00	May 2024	
5/20/2024	2883	Paul Cohen	ECR Baseball Tournament 4/13/2024 #4968	Baseball	98.00	May 2024	
5/20/2024	2884	Kurt Kerby	ECR Baseball Tournament 4/11/2024 #3082	Baseball	98.00	May 2024	
5/20/2024	2885	Dewayne Geter	4/6/2024 ECR Baseball Tournament Game#10843	Baseball	98.00	May 2024	
5/20/2024	2886	Amazon	Student Council	ASB General	2,395.55	May 2024	
5/28/2024	2902	Mike Wagner	4/27/2024 ECR Baseball Tournament Game#4935	Baseball	89.00	May 2024	
5/29/2024	2903	German Hernandez	Lacrosse Banquet	Boys/Girls Lacrosse	904.80	May 2024	
5/28/2024	2904	PNK enterprises, Inc (Anderson Trophy Co.)	Basketball Awards INV#723471	Boys Basketball	602.09	May 2024	
5/29/2024	2905	CustomInk	INV# 73608428 - Girls Swim Hoodies	Swim	718.01	May 2024	
5/30/2024	2906	Ameci Pizza	05/30/24 Spring Athletic Luncheon/Brunch	ASB General	0.00	May 2024	Voided
5/30/2024	2907	Ameci Pizza	05/30/24 Spring Athletic Luncheon/Brunch	ASB General	450.52	May 2024	
5/30/2024	2908	Grand G&G Inc.	inv 94693 Student Store Inventory	ASB General	600.60	May 2024	
5/30/2024	2909	Deny Sportswear	inv 2429 Printed senior jerseys for the soccer banquet	Boys Soccer	680.91	May 2024	
5/30/2024	2910	Deny Sportswear	ECR Softball Awards Inv#2510	Softball	367.35	May 2024	
5/30/2024	2911	Matthew Wright	Color guard banquet and championship meals	Drill Team	667.17	May 2024	
5/31/2024	2912	Joshua Markarian	STEP TEAM TRIP - NYC	Step	141.06	May 2024	
5/31/2024	2913	Woodland Hills Country Club	Boys Volleyball: Banquet (WHCC)	Boys Volleyball	0.00	May 2024	Voided
5/31/2024	2914	Sly Graphics Corp	20ft Arch - POWDERPUFF PEP RALLY	Grad Class of 2024	346.00	May 2024	
5/31/2024	2915	MG Express Inc.	INV 2456 Field Trips Transportation 5/29/24,5/30/24,5/31/24	NJROTC/Drama	0.00	May 2024	Voided
5/31/2024	2916	MG Express Inc.	INV 2456 Field Trips Transportation 5/29/24,5/30/24,5/31/24	NJROTC/Drama	4,000.00	May 2024	
5/31/2024	2917	Woodland Hills Country Club	Boys Volleyball: Banquet (WHCC)	Boys Volleyball	4,797.12	May 2024	
5/31/2024	2918	Maggiano's Inc., an Illinois corporation	23-24 Student Council Banquet	ASB General	2,074.32	May 2024	
5/31/2024	2919	Evan Coleman	Step Team NY Reimbursement	Step	535.26	May 2024	
5/10/2024	ACH240510-01	City National Bank	Dep Adj \$5 OR Less	ASB General	0.25	May 2024	

# Check Register

Account: 1796 Checking

El Camino Real HS

May 2024

Grand Total \$ 1,068,473.98

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account	VOID
5/1/2024	19308	Kurt Keller	5/1/2024 Boys Volleyball Official	57.00	May 2024	General Athletics	Non Instructional Consulting	
5/1/2024	19310	Lee Barnathan	5/1/2024 Boys Volleyball Official	97.00	May 2024	General Athletics	Non Instructional Consulting	
5/1/2024	19311	Samuel Crutcher	5/1/2024 Boys Volleyball Official	100.00	May 2024	General Athletics	Non Instructional Consulting	
5/1/2024	19312	Janeth Arenas	5/1/2024 Boys Volleyball Official	57.00	May 2024	General Athletics	Non Instructional Consulting	
5/1/2024	19313	Kardent	Architectural, Structural, and Electrical Engineering plans for the Digital Marquee, Corner Monument, and ECR letters	4,625.00	May 2024	General Operations	Non Instructional Consulting	
5/1/2024	19314	Kardent	Architectural, Structural, and Electrical Engineering plans for the Digital Marquee, Corner Monument, and ECR letters	3,000.00	May 2024	General Operations	Non Instructional Consulting	
5/1/2024	19315	Kent Jacobsen	PO10982 Var Softball 4/17/2024	84.00	May 2024	General Athletics	Non Instructional Consulting	
5/1/2024	19316	Roth Staffing Companies, LP	INV 1292851 dtd 2/25/24 ULTIMATE STAFFING - LEDGENT	1,062.81	May 2024	General Operations	Non Instructional Consulting	
5/1/2024	19317	Remo System Inc	INV 1224 Step team competition	525.00	May 2024	General Academic - Scholastic Group	Fees	
5/1/2024	19318	CCIDM Inc.	Trailer Rental - marching band	1,300.00	May 2024	General Academic - Scholastic Group	Rentals	
5/1/2024	19319	Luisa Ferrer	Luisa Ferrer Payment	1,300.40	May 2024	General Operations	Payroll	
5/2/2024	19320	AT&T (CALNET)	04/24 INV# 000021592993 BAN#9391080027 Phone Line	29.07	May 2024	General Technology	Communications	
5/2/2024	19321	AT&T (CALNET)	04/24 INV# 000021592995 BAN#9391080076 Phone Line	29.07	May 2024	General Technology	Communications	
5/2/2024	19322	AT&T (CALNET)	04/24 000021592992 INV#000016787620 BAN#9391080026 Phone Line	32.77	May 2024	General Technology	Communications	
5/2/2024	19323	AT&T 9221	24-Apr 818 887-9221 130	762.69	May 2024	General Technology	Communications	
5/2/2024	19324	Roth Staffing Companies, LP	INV 16143676 dtd 4/5/24	607.32	May 2024	General Operations	Non Instructional Consulting	
5/2/2024	19325	Purchase Power (Pitney Bowes)	2023-2024 Meter Refill Acct # 8000 9090 0876 5336	601.39	May 2024	General Operations	Postage	
5/2/2024	19326	Rosalinda Montague	Open House on April 16th	15.96	May 2024	General Academic	Instructional Supplies	
5/2/2024	19327	Project Lead The Way, Inc.	INV 420103 & 418060 Invengenier Class	1,448.96	May 2024	General Academic	Instructional Supplies	
5/2/2024	19328	Atkinson, Andelson, Loya, Ruud And Romo	INV 68730022000003 Training	399.00	May 2024	General Operations	Conference	
5/2/2024	19329	Kardent	INV 2024234 Architectural, Structural, and Electrical Engineering plans for the Digital Marquee, Corner Monument, and ECR letters	6,825.00	May 2024	General Operations	Non Instructional Consulting	
5/3/2024	19330	Montserrat Peralta	INV 103 Padres Latinos Cinco De Mayo Event	750.00	May 2024	ESSER III - Padres	Non instructional Materials	
5/3/2024	19331	Juan Gonzalez	5/3/24 and 5/5/24 Cinco De Mayo Celebration Performance	2,400.00	May 2024	ESSER III - Padres	Non instructional Materials	
5/3/2024	19332	Jesus Alfaro	INV 000003 Padres Latinos Cinco De Mayo Event	2,628.00	May 2024	ESSER III - Padres	Non instructional Materials	
5/3/2024	19333	Carlos Astorga	5/3/2024 Varsity Baseball Official Game# 4881	98.00	May 2024	General Athletics	Non Instructional Consulting	
5/3/2024	19334	Zach Kozek	5/3/2024 Varsity Baseball Official Game# 4881	98.00	May 2024	General Athletics	Non Instructional Consulting	
5/3/2024	19335	Mutual of Omaha	INV 001692447915 Voluntary Disability Insurance 05/24	0.00	May 2024	General Operations	Benefits	Voided
5/3/2024	19336	James Hartt	5/4/2024 Frosh Baseball Official Game#4395	89.00	May 2024	General Athletics	Non Instructional Consulting	
5/3/2024	19337	Andrew Schreibleman	5/4/2024 Frosh Baseball Official Game#4395	89.00	May 2024	General Athletics	Non Instructional Consulting	
5/3/2024	19338	AT&T (CALNET)	04/24 INV#000021592991 BAN#9391080024 Phone Line	29.07	May 2024	General Technology	Communications	
5/3/2024	19339	West Music Company, Inc DBA Percussion Source	inv SI2385488 Speakers	1,790.00	May 2024	Arts/Music Block Grant	Non-Capital Equipment	
5/6/2024	19340	Robert Jiron	5/6/2024 Varsity Baseball Game# 4882	0.00	May 2024	General Athletics	Non Instructional Consulting	Voided
5/6/2024	19341	Robert Jiron	5/6/2024 Varsity Baseball Game# 4882	98.00	May 2024	General Athletics	Non Instructional Consulting	
5/6/2024	19342	Greg Yamin	5/6/2024 Varsity Baseball Official Game#4882	98.00	May 2024	General Athletics	Non Instructional Consulting	
5/6/2024	19343	Best Cafe Enterprises, LLC	5/7/24 Teacher Appreciation Day Lunch	2,960.31	May 2024	General Operations	Non Instructional Supplies	
5/6/2024	19344	Mutual of Omaha	INV 001692447915 Voluntary Disability Insurance 05/24	1,259.93	May 2024	General Operations	Benefits	
5/7/2024	19345	FedEx	4/5/24 inv 8-460-52439 FedEx Express Services	0.00	May 2024	General Operations	Shipping	Voided
5/10/2024	19346	LADWP	24-Apr 696878886 Shoup Utilities	7,826.95	May 2024	General Operations	Utilities	
5/7/2024	19347	JW Pepper & Son, Inc	INV 365747769 Music for Fall	2.35	May 2024	General Academic	Instructional Supplies	
5/7/2024	19348	M & S Technology Group, LLC (The Circle)	02/24 inv 183370 MPS	2,117.74	May 2024	General Technology	Non Instructional Supplies	
5/7/2024	19349	FedEx	4/5/24 inv 8-460-52439 FedEx Express Services	61.83	May 2024	General Operations	Shipping	
5/7/2024	19350	RPS El Camino Real Charter HS Charles Schwab & Co, Inc.						
5/7/2024	19350	2563-4428	04/30 403(B) Plan 2563-4428 Charles Schwab	4,925.00	May 2024	General Operations	Benefits	
5/7/2024	19351	Roth Staffing Companies, LP	Invoice #16128767 dtd 2/18/24	1,430.58	May 2024	General Operations	Non Instructional Consulting	
5/7/2024	19352	Best Cafe Enterprises, LLC	inv 2777618 PBIS Meeting at Shoup Campus 5/8/24	217.55	May 2024	General Operations	Non Instructional Supplies	
5/7/2024	19353	Kevin Meyer	4/23/2024 JV Softball Official	84.00	May 2024	General Athletics	Non Instructional Consulting	
5/8/2024	19354	TBP Productions, LLP (SNO Sites)	51226 JOURNALISM WEBSITE 05/07/2024	895.00	May 2024	General Academic - Scholastic Group	Instructional Supplies	
5/8/2024	19355	Olivia Amigo	PO10885 CHOREOGRAPHY FEE SPRING MUSICAL	0.00	May 2024	General Academic - Scholastic Group	Non Instructional Consulting	Voided
5/8/2024	19356	American Red Cross	Inv#22633782 RED CROSS 04/18/2024 - Gave to Lupe to pay CC-	308.00	May 2024	Scholastic Group	Fees	
5/8/2024	19357	Avedis Zildjian Company	PO10831 BASS MALLETS AND CYMBAL BAGS	1,293.00	May 2024	General Athletics	Instructional Supplies	
5/9/2024	19358	Best Cafe Enterprises, LLC	INV 2782326 Teachers Appreciation Breakfast 5/9/24	1,802.31	May 2024	Arts/Music Block Grant	Non Instructional Supplies	
5/9/2024	19359	Best Cafe Enterprises, LLC	INV 2781131 PBIS Meeting at Shoup Campus 5/8/24	38.49	May 2024	General Operations	Non Instructional Supplies	

# Check Register

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Grand Total \$ 1,068,473.98

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account	VOID
5/9/2024	19360	Birmingham Community Charter High School	INV 5426 Shared cost stunt competitions at BCCHS	469.33	May 2024	General Athletics	Non Instructional Consulting	
5/9/2024	19361	Chatsworth High School	INV 24-009 Track Timing Services 4/19/2024	400.00	May 2024	General Athletics	Non Instructional Consulting	
5/9/2024	19362	T-Mobile US, Inc.	05/24 969604280 - WiFi Student Hot Spots	400.00	May 2024	General Technology	Communications	
5/9/2024	19363	AT&T 9132	04/24 Inv# 0860638801 Acct# 831-000-9132 154 5G Line	1,259.77	May 2024	General Technology	Communications	
5/10/2024	19364	Matthew Tays	5/11/2024 Frosh Baseball Official Game#4396 & 4397	178.00	May 2024	General Athletics	Non Instructional Consulting	
5/10/2024	19365	Floral Passion LLC	INV 1866 Senior Night Flower Wall	707.37	May 2024	General Operations	Non Instructional Supplies	
5/10/2024	19366	Department of Justice (State of CA)	INV 695021 - 10/23 fingerprinting apps	305.00	May 2024	General Operations	Fingerprinting	
5/10/2024	19367	Department of Justice (State of CA)	INV# 721092 - Feb 2024 Fingerprinting apps	192.00	May 2024	General Operations	Fingerprinting	
5/10/2024	19368	Department of Justice (State of CA)	INV# 681129 - Aug 2023 Fingerprint apps	514.00	May 2024	General Operations	Fingerprinting	
5/13/2024	19369	Brad Constant Construction Inc.	2024-15 Furniture and Decor Installation for the Media Center	33,250.00	May 2024	General Operations	Capital	
5/13/2024	19370	Interquest Detection Canines	02/24, 03/24 Canine Inspection	2,275.00	May 2024	General Operations	Non Instructional Consulting	
5/13/2024	19371	SoCalGas	04/24 Gas Charges for Shoup Acct 163 513 3769 2	23.10	May 2024	General Operations	Utilities	
5/14/2024	19372	Yantzer brothers heating and air inc	inv I-4101-1 Operational Work	159.50	May 2024	General Operations	Repairs	
5/14/2024	19373	M & S Technology Group, LLC (The Circle)	inv 182866 Staple Cartridge	106.96	May 2024	General Technology	Non Instructional Supplies	
5/14/2024	19374	Security Alarm Specialists, Inc.	inv 2629 Capitalization Project: Gym Audio System	14,325.41	May 2024	General Operations	Capital	
5/14/2024	19375	AT&T 6340	24-Apr 818 888-6340 249	385.99	May 2024	General Technology	Communications	
5/14/2024	19376	Dan's Super Subs Inc.	5-14-24 U.S. History Retreat	75.05	May 2024	General Operations	Non Instructional Supplies	
5/14/2024	19377	STS education	inv INV-0014622 Lenovo 4th Gen Stylus	2,244.76	May 2024	General Technology	Non Instructional Supplies	
5/14/2024	19378	John A. Pinelo Sr.	040924 Installation of 45 cameras for the rest of the main campus	12,093.05	May 2024	General Technology	Capital	
5/15/2024	19379	Matthew Tays	Frosh Baseball Official 4/20/2024 Game#4391	89.00	May 2024	General Athletics	Non Instructional Consulting	
5/15/2024	19380	Fresno County Superintendent of Schools	INV 240031 Cyber High subscription 2023-2024	9,500.00	May 2024	General Operations	Non Instructional Supplies	
5/15/2024	19381	U.S Bank PARS Account #6746022400	04/24 #6746022400 PARS Contribution	962.36	May 2024	General Operations	Benefits	
5/15/2024	19382	AFSCME District Council 36	April 2024 Union Dues	1,929.96	May 2024	General Operations	Dues	
5/15/2024	19383	UTLA	04/24 UTLA Union Dues	17,621.16	May 2024	General Operations	Dues	
5/16/2024	19384	Old New York & Deli Bakery Co., Inc	Algebra 1 Retreat 5/16/24	98.06	May 2024	General Operations	Non Instructional Supplies	
5/16/2024	19385	California Department of Education	24 SF-47033 Vendor#A6350Z 5/1/2024	374.40	May 2024	Cafeteria	Food	
5/16/2024	19386	California Department of Education	24 SF-46592 Vendor#A6350Z 3/19/2024	487.50	May 2024	Cafeteria	Food	
5/16/2024	19387	The Help Group-North Hills Prep School	02/24 inv ELCO224NHP Special Ed Services	6,017.30	May 2024	Special Education	Instructional Consulting	
5/16/2024	19388	AP fbo EdLogical Group Corp	01/24 INV 901046 Special Ed Services	4,359.13	May 2024	Special Education	Instructional Consulting	
5/16/2024	19389	AP fbo EdLogical Group Corp	02/24 INV 901174 Special Ed Services	7,902.88	May 2024	Special Education	Instructional Consulting	
5/16/2024	19390	Interquest Detection Canines	04/24 INV ECRCHS-0524 Canine Inspection	1,225.00	May 2024	General Operations	Non Instructional Consulting	
5/16/2024	19391	City of Los Angeles Fire Dept. - CUPA	2023-2024 inv IN0346753 Permit Fees	2,018.00	May 2024	General Operations	Fees	
5/17/2024	19392	Educatus International (Attn Paul McLaughlin)	2023-2024 Tuition Refund Maurice Johanne Marie	0.00	May 2024	General Operations	Tuition	Voided
5/17/2024	19393	Educatus International (Attn Paul McLaughlin)	2023-2024 Tuition Refund Maurice Johanne Marie	6,500.00	May 2024	General Operations	Tuition	
5/17/2024	19394	AT&T 8815	24-May 818 884-8815 516	420.40	May 2024	General Technology	Communications	
5/17/2024	19395	AT&T 0810	24-May 818 716-0810 246	371.34	May 2024	General Technology	Communications	
5/20/2024	19396	ULINE, INC.	17613126 replacement supplies for classroom first aid kits	364.50	May 2024	General Operations	Non Instructional Supplies	
5/20/2024	19397	MG Express Inc.	AP Physics Field Trip to Knotts Berry Farm 2 buses.	3,600.00	May 2024	General Academic	Field Trips	
5/20/2024	19398	AP fbo EdLogical Group Corp	02/24 INV 901175 Non-Special Edlogical Services	18,901.46	May 2024	Special Education	Instructional Consulting	
5/20/2024	19399	AP fbo EdLogical Group Corp	12/23 INV 900932 Non-Special Edlogical Services	17,105.84	May 2024	Special Education	Instructional Consulting	
5/20/2024	19400	AP fbo EdLogical Group Corp	01/24 INV 901047 Non-Special Edlogical Services	15,023.13	May 2024	Special Education	Instructional Consulting	
5/20/2024	19401	Pearson Education NCS Pearson, Inc.	INV 25246338 Sped Forms	620.00	May 2024	Special Education	Non Instructional Supplies	
5/20/2024	19402	American Transportation Systems	INV 136419 Santa Monica Coastal Clean up	1,110.50	May 2024	Special Education	Field Trips	
5/21/2024	19403	Ingraham Trophies and Gifts	Boys and Girls Lacrosse Medals 2024 CIF	323.87	May 2024	General Athletics	Non Instructional Supplies	
5/21/2024	19404	Baron Championship Rings Ltd.	Beach Volleyball Championship Rings 2024 INV#72434	0.00	May 2024	General Athletics	Non Instructional Supplies	Voided
5/21/2024	19405	Ingraham Trophies and Gifts	2024 Beach Volleyball Medals Inv#90196	29.79	May 2024	General Athletics	Non Instructional Supplies	
5/21/2024	19406	Michael Fishman	Varsity Softball Official 3/14/2024 Game#3942	84.00	May 2024	General Athletics	Non Instructional Consulting	
5/21/2024	19407	Jesus Contreras	Mileage Reimbursement	0.00	May 2024	General Athletics	Mileage	Voided
5/21/2024	19408	Megan Rayzor	State Tournament for History Day	218.70	May 2024	General Operations	Non instructional Materials	
5/21/2024	19409	Barbara Stanoff	Reimbursment - step team	99.87	May 2024	General Academic -	Non instructional Materials	
5/21/2024	19410	Ryan Guinto	CITE Regional Conference (4 of 4) 2023-2024	45.16	May 2024	Scholastic Groups	Mileage	
5/21/2024	19411	Roth Staffing Companies, LP	INV 16120655 dtd 02/02/24	1,404.47	May 2024	General Operations	Non Instructional Consulting	
5/21/2024	19412	Jules Seltzer Associates	197170 A Storage Solution for the Media Center	6,040.33	May 2024	General Operations	Rentals	
5/21/2024	19413	Japanese American National Museum	12645072 Field Trip to Japanese American National Museum 5/22/24	330.00	May 2024	Anti-Bias Grant	Field Trips	
5/22/2024	19414	Best Cafe Enterprises, LLC	INV 2793693 World Languages Retreat 5/22/24	205.14	May 2024	General Operations	Non Instructional Supplies	
5/22/2024	19415	Dan's Super Subs Inc.	05/23/24 Chemistry PLC Retreat	98.00	May 2024	General Operations	Non Instructional Supplies	
5/22/2024	19416	Brooks Transportation Inc.	INV 23314 5/22/24 Will Geer Theatricum Bontanicum English Department Field Trip	5,010.00	May 2024	General Academic	Field Trips	

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5/22/2024	19417	Deny Sportswear	Boys Lacrosse Banquet Awards	611.22	May 2024	General Operations	Non Instructional Supplies	
5/22/2024	19418	Deny Sportswear	INV 2506 GIRLS LACROSSE BANQUET AWARDS	541.11	May 2024	General Operations	Non Instructional Supplies	
5/22/2024	19419	Conejo Swimworks, Inc.	Swim Equipment	713.56	May 2024	General Athletics	Non Instructional Supplies	
5/22/2024	19420	ICON School Management	05/24 INV 1667 Charter School Consulting	3,500.00	May 2024	General Operations	Non Instructional Consulting	
5/22/2024	19421	Interquest Detection Canines	09-10/23 Canine Inspection INV ECRCHS-1023	525.00	May 2024	General Operations	Non Instructional Consulting	
5/22/2024	19422	Child and Family Guidance Center	12/23 Special Ed Services Northpoint	1,529.50	May 2024	Special Education	Instructional Consulting	
5/22/2024	19423	Child and Family Guidance Center	01/24 Special Ed Services Northpoint	1,637.30	May 2024	Special Education	Instructional Consulting	
5/22/2024	19424	Child and Family Guidance Center	02/24 Special Ed Services Northpoint	3,202.73	May 2024	Special Education	Instructional Consulting	
5/22/2024	19425	Child and Family Guidance Center	03/24 Special Ed Services Northpoint	1,715.41	May 2024	Special Education	Instructional Consulting	
5/22/2024	19426	M&M Paper Co.	INVOICE19342	0.00	May 2024	General Operations	Non Instructional Supplies	Voided
5/22/2024	19427	M&M Paper Co.	INVOICE19342	3,510.35	May 2024	General Operations	Non Instructional Supplies	
5/22/2024	19428	Roth Staffing Companies, LP	INV 16123218 dtd 02/09/2024	1,430.58	May 2024	General Operations	Non Instructional Consulting	
5/22/2024	19429	Roth Staffing Companies, LP	INV 16125785 dtd 02/16/24	858.35	May 2024	General Operations	Non Instructional Consulting	
5/22/2024	19430	Roth Staffing Companies, LP	INV 16133386 dtd 03/08/2024	1,430.58	May 2024	General Operations	Non Instructional Consulting	
5/23/2024	19431	Jesus Contreras	Mileage Reimbursement	320.13	May 2024	General Athletics	Mileage	
5/28/2024	19432	WM Corporate services, INC	05/24 inv 0654828-4801-0 Waste Management Services on Shoup	21.29	May 2024	General Operations	Utilities	
5/24/2024	19433	McCalla Company	inv 114757 Custodial Supplies	888.26	May 2024	General Operations	Operations Supplies	
5/24/2024	19434	Stefanie Bero	Student engagement and wellness	194.84	May 2024	Anti-Bias Grant	Instructional Supplies	
5/24/2024	19435	Angel Lerma	Padres Latinos Event	570.13	May 2024	ESSER III - Padres	Non Instructional Materials	
5/28/2024	19436	The Home Depot Commercial Account	2023-2024 Blanket PO for Woodshop Instructional Supplies	526.53	May 2024	CTE	Instructional Supplies	
5/28/2024	19437	Square Signs LLC dba Front Signs	57426 Architectural/Engineering Plans	1,400.00	May 2024	General Operations	Non Instructional Consulting	
5/28/2024	19438	Eric Choi	Golf Tee Times Reimbursement	459.75	May 2024	General Athletics	Rentals	
5/28/2024	19439	Moxie Road, Inc (Five Star Painting of Woodland Hills)	INV T1033-1 Deferred Maintenance: Re-install Vape Sensors with recessed vents	985.00	May 2024	General Operations	Repairs	
5/28/2024	19440	Moxie Road, Inc (Five Star Painting of Woodland Hills)	INV 11034-1 Refinishing Staff Mailboxes	2,360.00	May 2024	General Operations	Repairs	
5/28/2024	19441	Esther Yanez	INV 1058 Ballons for the ECR Flex senior awards dinner.	286.00	May 2024	General Operations	Non Instructional Supplies	
5/28/2024	19442	Floral Passion LLC	INV 1888 flowers for graduation stage	0.00	May 2024	General Operations	Non Instructional Supplies	Voided
5/28/2024	19443	Floral Passion LLC	INV 1888 flowers for graduation stage	1,357.80	May 2024	General Operations	Non Instructional Supplies	
5/28/2024	19444	Cambrass Corp. DBA Stomvi USA	INV 00020035 For Instrument Mounting	2,100.00	May 2024	General Academic	Repairs	
5/28/2024	19445	Designs By King	INV D-50250 Supplies	5,824.65	May 2024	General Operations	Non Instructional Supplies	
5/28/2024	19446	Flinn Scientific Inc.	2024 UV Bulbs Sanitizing.	78.00	May 2024	General Academic	Instructional Supplies	
5/29/2024	19447	Palmer Hamilton LLC	INV 0000133709 Gym Championship banner addition and correction	1,527.75	May 2024	General Athletics	Non Instructional Supplies	
5/29/2024	19448	Steno Agency, Inc.	INV 9542246 dtd 4/16/2024	2,832.35	May 2024	General Operations	Legal	
5/29/2024	19449	All American Sports Corp. (Riddell/All American)	Helmet & Shoulder Pad Reconditioning - 2023	11,109.65	May 2024	General Athletics	Repairs	
5/29/2024	19450	Christy White Accountancy Corporation (Christy White, Inc.)	22/23 TAX SERVICES: 2022 TAX RETURN	1,600.00	May 2024	General Operations	Legal	
5/29/2024	19451	Cintas Corporation No. 2 (Cintas Fire Protection)	2023-2024 Semi annual alarm system inspection at Shoup	456.00	May 2024	General Operations	Repairs	
5/28/2024	19452	The Honor Cord Company	inv 43653 Athletics Cords	428.00	May 2024	General Athletics	Non Instructional Supplies	
5/30/2024	19453	Minita Clark	LCAP MEETING	97.83	May 2024	General Operations	Non Instructional Supplies	
5/30/2024	19454	Granada Hills Charter High School	West Valley League Track Shared Expenses 2024	786.33	May 2024	General Athletics	Fees	
5/31/2024	19455	Richard A Lozano	06/03/22 Police Office for Graduation	222.00	May 2024	General Operations	Non Instructional Consulting	
5/28/2024	ACH240528-03	U.S. Bank National Association	CC payment 6539 04-25-2024	42,417.11	May 2024	General Operations	Various	
5/29/2024	ACH240529-01	Harland Clarke	CHECKS ORDER	182.46	May 2024	General Operations	Banking	
5/1/2024	SPACH2294	Bargreen Ellingson Inc	Cafeteria Equipment 08/23-09/2023	2,305.82	May 2024	Cafeteria	Equipment	
5/1/2024	SPACH2295	Nicole Gamez	VAllarta Competition Ingredients	22.71	May 2024	CTE	Instructional Supplies	
5/1/2024	SPACH2296	Chartwells Division Services	4034900185 ECR Flex Retreat 4/17/24	82.00	May 2024	General Operations	Non Instructional Supplies	
5/1/2024	SPACH2297	Nicole Gamez	Walmart Competition Ingredients	71.13	May 2024	CTE	Instructional Supplies	
5/3/2024	SPACH2298	Code Black Media	Rise Sponsored/ESSER Funded Student Podcast	3,375.00	May 2024	ESSER III - Rise	Instructional Consulting	
5/3/2024	SPACH2299	Scoot Education Inc	61328 SCOOT EDU 12/20/2023	38,510.00	May 2024	General Academic	Substitutes	
5/3/2024	SPACH2300	Chartwells Division Services	INV 4034900168 AVID Retreat 2/15/2024	63.00	May 2024	General Operations	Non Instructional Supplies	
5/3/2024	SPACH2301	Scoot Education Inc	74206 SCOOT EDU 04/10/2024	1,808.00	May 2024	General Academic	Substitutes	
5/3/2024	SPACH2302	Chartwells Division Services	INV 4034900187 Senior Admittance Celebration	162.93	May 2024	General Operations	Non Instructional Supplies	
5/3/2024	SPACH2303	Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP)	INV 21561781 dtd 4/23/24	25,322.50	May 2024	General Operations	Legal	
5/4/2024	SPACH2304	Chartwells Division Services	INV 4034900186 12th Grade English Retreat 4/25/24	43.00	May 2024	General Operations	Non Instructional Supplies	
5/4/2024	SPACH2305	Inspire Communication, Inc	INV EC2024331 Speech-Language Services 03/24	15,470.00	May 2024	Special Education	Instructional Consulting	
5/4/2024	SPACH2306	Stephanie Franklin	National Competition- airfare	5,459.72	May 2024	General Academic -	Field Trip	
5/4/2024	SPACH2307	Self Insured Schools of California	04/30/2024 SISC Flex FSA Fees	4,049.11	May 2024	Scholastic Groups	Benefits	
5/4/2024	SPACH2308	Allied Private Investigations & Security Services, LLC	INV ELC 2315 Security Services 03/01/24-03/22/24	58,825.56	May 2024	General Operations	Security	
5/4/2024	SPACH2309	Golden Star Technology, Inc	INV97248 Football Field Audio System	2,813.00	May 2024	General Operations	Equipment	

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5/4/2024	SPACH2310	Guardian International Solutions Inc	02/24 inv 18 On campus Officer	9,440.71	May 2024	General Operations	Security	
5/7/2024	SPACH2311	Lindsey C. Surendranath Granted, Inc	CTE Services April - 320	4,500.00	May 2024	CTE	Non Instructional Consulting	
5/7/2024	SPACH2312	Stephanie Franklin	National Competition- hotels	4,527.96	May 2024	General Academic - Scholastic Groups	Field Trip	
5/7/2024	SPACH2313	Smart & Final	2023-2024 April Monthly Classroom	104.02	May 2024	CTE	Instructional Supplies	
5/7/2024	SPACH2314	Stephanie Franklin		705.00	May 2024	General Academic - Scholastic Groups	Field Trip	
5/8/2024	SPACH2315	Scoot Education Inc	OT charge for Vincent Nicoletti 11/6-9	189.48	May 2024	General Academic	Substitutes	
5/8/2024	SPACH2316	Figdesign Inc	3590 Baseball Dugout Wind Screens Est#E2023-1800	3,934.78	May 2024	General Athletics	Non Capital Equipment	
5/9/2024	SPACH2317	Piece of Mind Care Services	00000163 & 00000165 FLEX Continuation School Services 03/24-04/24	22,483.30	May 2024	ESSER III	Instructional Consulting	
5/9/2024	SPACH2318	Impact Philanthropy Group (Sage SoCal)	May 1, 2024 Health Mental Services	38,000.00	May 2024	ESSER III	Non Instructional Consulting	
5/9/2024	SPACH2319	Scoot Education Inc	74205 Scoot Education 04/10/2024	33,926.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2320	Scoot Education Inc	61329 SCOOT EDU 12/20/2023	1,356.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2321	Chartwells Division Services	INV K40349085 - MAR 2024	125,137.90	May 2024	Cafeteria	Food/Non Instructional Consulting	
5/9/2024	SPACH2322	American Fidelity Assurance Company	INV D715776 Supplemental Employee Benefits 5/24	3,301.83	May 2024	General Operations	Benefits	
5/9/2024	SPACH2323	Scoot Education Inc	65976 SCOOT EDU 02/07/2024	904.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2324	Scoot Education Inc	69848 SCOOT EDU 03/06/2024	904.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2325	Scoot Education Inc	58351 SCOOT EDU 11/20/2023	904.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2326	Covantia, Inc.	INV 4-9150 Annual Subscription	10,575.00	May 2024	General Technology	Subscriptions	
5/9/2024	SPACH2327	Chartwells Division Services	INV K40349084 - FEB 2024	151,759.02	May 2024	Cafeteria	Food/Non Instructional Consulting	
5/11/2024	SPACH2328	Judy McLean	INV 3214 Payroll Services 04/06-04/25	1,950.00	May 2024	General Operations	Payroll	
5/11/2024	SPACH2329	AWS	INV 1677196429 04/24	2,903.96	May 2024	General Technology	Subscriptions	
5/11/2024	SPACH2330	Amazon	Supplies	423.28	May 2024	General Operations	Non Instructional Supplies	
5/11/2024	SPACH2331	Amazon	anitbias fund	1,905.03	May 2024	Anti-Bias	Non Instructional Supplies	
5/14/2024	SPACH2332	M & S Technology Group, LLC (The Circle)	inv 178509 Ink Cartridge	465.38	May 2024	General Technology	Non Instructional Supplies	
5/14/2024	SPACH2333	Mary M Bush	02/01-02/29/24 Counseling	16,648.00	May 2024	Special Education	Instructional Consulting	
5/14/2024	SPACH2334	Amazon	invoice-1DP-GQ1H-HVMT	606.26	May 2024	General Academic	Instructional Supplies	
5/14/2024	SPACH2335	M & S Technology Group, LLC (The Circle)	inv 178511 Ink Cartridge	465.38	May 2024	General Technology	Non Instructional Supplies	
5/14/2024	SPACH2336	AWS	INV 1644171849 03/24	2,970.14	May 2024	General Technology	Subscriptions	
5/14/2024	SPACH2337	M & S Technology Group, LLC (The Circle)	inv 178510 Ink Cartridge	930.75	May 2024	General Technology	Non Instructional Supplies	
5/14/2024	SPACH2338	Amazon	band supplies	2,348.07	May 2024	General Academic	Instructional Supplies	
5/15/2024	SPACH2339	ChildCare Careers, LLC (The Education Team)	INV 688102 Substitutes 02/05/24-02/09/2024	2,296.85	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2340	Nicole Gamez	Jonathan Club Field Trip	52.52	May 2024	CTE	Instructional Supplies	
5/15/2024	SPACH2341	ChildCare Careers, LLC (The Education Team)	INV 704199 Substitutes 04/02/24-04/05/2023	1,837.48	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2342	ChildCare Careers, LLC (The Education Team)	INV 707870 Substitutes 04/15/24-04/19/2024	2,296.85	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2343	ChildCare Careers, LLC (The Education Team)	INV 700167 Substitutes 03/19/24-03/22/2024	1,837.48	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2344	ChildCare Careers, LLC (The Education Team)	INV 710335 Substitutes 04/22/24-04/26/2024	1,837.48	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2345	SCHEIB Pest Solutions inc	INV 11078 Pest Solution inspections 4/1/2024-4/29/2024	2,850.00	May 2024	General Operations	Non Instructional Consulting	
5/15/2024	SPACH2346	ChildCare Careers, LLC (The Education Team)	INV 697720 Substitutes 03/11/24-03/15/2024	2,296.85	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2347	ChildCare Careers, LLC (The Education Team)	INV 705968 Substitutes 04/08/24-04/12/2024	2,296.85	May 2024	Special Education	Substitutes	
5/15/2024	SPACH2348	ChildCare Careers, LLC (The Education Team)	INV 690099 Substitutes 02/12/24-02/16/2024	2,296.85	May 2024	Special Education	Substitutes	
5/17/2024	SPACH2349	Amazon	inv 1D3Y-XTQ7-XWXR Physics Lab Items	28.12	May 2024	General Academic	Instructional Supplies	
5/17/2024	SPACH2350	Piece of Mind Care Services	INV 00306 & 00307 ELD Dept. Students Support Services 03/24-04/24	6,460.00	May 2024	Title I	Instructional Consulting	
5/17/2024	SPACH2351	M & S Technology Group, LLC (The Circle)	inv 183086 Ink Cartridge	574.88	May 2024	General Technology	Non Instructional Supplies	
5/20/2024	SPACH2352	Golden Star Technology, Inc	INV98532 Access Points Mounting Bracket for Outdoor Aruba 587	3,239.01	May 2024	General Technology	Equipment	
5/20/2024	SPACH2353	EWG California, Inc. (AAA Label Factory)	INV 00202473 Security stickers for graduation tickets	1,056.60	May 2024	General Operations	Non Instructional Supplies	
5/20/2024	SPACH2354	Self Insured Schools of California	05/15/24 SISC Flex FSA Fees	572.23	May 2024	General Operations	Benefits	
5/21/2024	SPACH2355	Amazon	Classroom Supplies	624.28	May 2024	General Academic	Instructional Supplies	
5/21/2024	SPACH2356	Amazon	Periodic Table for Sukhbir Dhillon	16.41	May 2024	General Academic	Instructional Supplies	
5/21/2024	SPACH2357	Amazon	Cake Supplies	151.23	May 2024	CTE	Instructional Supplies	
5/21/2024	SPACH2358	The Print Spot	INVOICE7984	7,137.75	May 2024	General Operations	Non Instructional Supplies	
5/21/2024	SPACH2359	M & S Technology Group, LLC (The Circle)	03/24 INV 185239 MPS	1,791.99	May 2024	General Technology	Non Instructional Supplies	
5/21/2024	SPACH2360	M & S Technology Group, LLC (The Circle)	inv 185042 Ink Cartridge	1,149.75	May 2024	General Technology	Non Instructional Supplies	
5/21/2024	SPACH2361	Amazon	INVOICE-19YR-NPK3-F97V	272.96	May 2024	Special Education	Instructional Supplies	
5/21/2024	SPACH2362	Amazon	INVOICE-16MV-16YG-DD1K	166.16	May 2024	Special Education	Instructional Supplies	
5/21/2024	SPACH2363	Amazon	I would like to order supplies for the ECR Flex Program	77.68	May 2024	General Academic	Instructional Supplies	
5/21/2024	SPACH2364	Amazon	INVOICE-1YL3-PGM1-GHPG	76.58	May 2024	General Academic	Instructional Supplies	
5/22/2024	SPACH2365	Amazon	I would like to order supplies for the ECR Flex Program	220.44	May 2024	General Academic	Instructional Supplies	
5/22/2024	SPACH2366	Amazon	INVOICE-1PQ9-FYDM-WFJV	40.51	May 2024	General Academic	Instructional Supplies	

# Check Register

Account: 1796 Checking

El Camino Real HS

May 2024

Grand Total \$ 1,068,473.98

Date	Check Number	Name	Memo	Amount	Period	Fund/Program	Account	VOID
5/22/2024	SPACH2367	Amazon	INVOICE-13QG-M7JK-JHGC	568.65	May 2024	General Academic	Instructional Supplies	
5/23/2024	SPACH2368	MG Express Inc.	23/24 BUS CONTRACT - MAY 2024	29,990.00	May 2024	General Athletics	Transportation	
5/23/2024	SPACH2369	Golden Star Technology, Inc	INV97925 Ceiling Mounting Bracket for Shoup Access Points	529.71	May 2024	General Technology	Equipment	
5/23/2024	SPACH2370	Figdesign Inc	3609 Welcome sign	108.69	May 2024	General Operations	Operations Supplies	
5/23/2024	SPACH2371	Figdesign Inc	E2023-1884 Installation and removal of graduation banners DEPOSIT	750.00	May 2024	General Operations	Operations Supplies	
5/23/2024	SPACH2372	Figdesign Inc	E2023-1886 street corner signs and banners for graduation	415.90	May 2024	General Operations	Operations Supplies	
5/23/2024	SPACH2373	Figdesign Inc	E2023-1885 graduation tickets and programs	1,606.17	May 2024	General Operations	Operations Supplies	
5/24/2024	SPACH2374	Amazon	inv 141R-F3R3-VFNL Office Supplies	220.07	May 2024	General Operations	Non Instructional Supplies	
5/24/2024	SPACH2375	Amazon	INVOICE-1C1F-VYVL-CCPG	222.10	May 2024	General Academic	ASB Supplies	
5/24/2024	SPACH2376	Amazon	INVOICE-17FF-NQ69-F44J	57.82	May 2024	General Operations	Non Instructional Supplies	
5/24/2024	SPACH2377	Nicole Gamez	amazon-miso	38.55	May 2024	CTE	Instructional Supplies	
5/24/2024	SPACH2378	Amazon	INVOICE-1L3F-9KPW-TT93	68.58	May 2024	General Academic	Instructional Supplies	
5/24/2024	SPACH2379	Amazon	INVOICE-1JD3-9CQW-CQWR	340.64	May 2024	General Academic	Instructional Supplies	
5/24/2024	SPACH2380	Amazon	AVID	111.79	May 2024	General Academic	Instructional Supplies	
5/24/2024	SPACH2381	Amazon	Classroom Supplies	109.48	May 2024	General Academic	Instructional Supplies	
5/24/2024	SPACH2382	The Print Spot	Health Office PE Referral - 300 Carbon copies	151.88	May 2024	General Operations	Non Instructional Supplies	
5/24/2024	SPACH2383	Amazon	INVOICE-1LFH-YGQ4-9DJW	331.37	May 2024	General Academic	Instructional Supplies	
5/24/2024	SPACH2384	Nicole Gamez	Jons Fresh Marketplace	96.59	May 2024	CTE	Instructional Supplies	
5/24/2024	SPACH2385	Amazon	office supplies	65.69	May 2024	General Operations	Non Instructional Supplies	
5/24/2024	SPACH2386	Amazon	FCCLA State Equipment	418.88	May 2024	CTE	Instructional Supplies	
5/24/2024	SPACH2387	Inspire Communication, Inc	INV EC2024430 Speech-Language Services	20,585.00	May 2024	Special Education	Instructional Consulting	
5/29/2024	SPACH2388	Amazon	INVOICE-1KYH-MQKK-H4YT///INVOICE-1XTV-NMMK-Y1	305.21	May 2024	General Operations	Non Instructional Supplies	
5/29/2024	SPACH2389	Amazon	INVOICE-1KT1-YHK3-VPY4	456.51	May 2024	General Academic	Instructional Supplies	
5/30/2024	SPACH2390	Amazon	antibias fund	259.52	May 2024	Anti-Bias	Non Instructional Supplies	
5/30/2024	SPACH2391	Amazon	Student Council	1,210.23	May 2024	General Academic	ASB Supplies	
5/30/2024	SPACH2392	Chartwells Division Services	INV 4034900191 World Languages Retreat 5/22/24	104.50	May 2024	General Operations	Non Instructional Supplies	
5/30/2024	SPACH2393	Amazon	For Sukhbir Dhillon	9.73	May 2024	General Academic	Instructional Supplies	
5/30/2024	SPACH2394	Amazon	INVOICE-1NQC-L14P-1JL6	85.00	May 2024	General Academic	Instructional Supplies	
5/30/2024	SPACH2395	Amazon	INVOICE-1NFX-RTK7-F4FV	1,112.84	May 2024	General Academic	Instructional Supplies	
5/30/2024	SPACH2396	Amazon	invoice#196G-H399-KXWX	6.89	May 2024	General Academic	Instructional Supplies	
5/30/2024	SPACH2397	Amazon	INVOICE-1JL-LYMKH-6YCG	334.68	May 2024	Special Education	Instructional Supplies	
5/30/2024	SPACH2398	Amazon	FCCLA State Equipment	223.21	May 2024	CTE	Instructional Supplies	
5/31/2024	SPACH2399	Amazon	INVOICE-1F3Y-QR6N-9611	278.06	May 2024	General Operations	Non Instructional Supplies	
5/31/2024	SPACH2400	Amazon	Math Supplies	127.11	May 2024	General Academic	Instructional Supplies	
5/31/2024	SPACH2401	Amazon	OFFICE SUPPLIES	802.63	May 2024	General Operations	Non Instructional Supplies	
5/31/2024	SPACH2402	Amazon	INVOICE-1PWY-FLNP-HJWF	60.11	May 2024	General Academic	Instructional Supplies	
5/31/2024	SPACH2403	Houghton Mifflin Harcourt	INV 107950 NWEA Science Overage 23/24 School Year	2,327.50	May 2024	General Academic	Instructional Supplies	
5/31/2024	SPACH2404	Amazon	INVOICE-1MPT-QRFG-WTYJ	382.16	May 2024	General Operations	Non Instructional Supplies	
5/31/2024	SPACH2405	Amazon	INVOICE-1GG4-CWVH-619K	284.68	May 2024	Cafeteria	Non Instructional Supplies	
5/31/2024	SPACH2406	Amazon	INVOICE-1Y66-YKRM-GNC9	103.56	May 2024	General Academic	Instructional Supplies	
5/31/2024	SPACH2407	Amazon	INVOICE-1XQQ-7H9D-19NY	181.00	May 2024	General Academic	Instructional Supplies	
5/31/2024	SPACH2408	Melissa Ann Charters	Classroom supplies	93.57	May 2024	General Academic	Instructional Supplies	
5/31/2024	SPACH2409	Nicole Gamez	Asian Cuisine Unit Ingredients	277.26	May 2024	CTE	Instructional Supplies	
5/31/2024	SPACH2410	Amazon	For Sukhbir Dhillon	9.30	May 2024	General Academic	Instructional Supplies	

### ASB Trust Balances - May 2024

Trust Name	Amount	Comments
ECR 50th Anniversary	\$ -	
TRUST - A Capella (Vocal Royale)	\$ 718.28	
TRUST - AVID	\$ 6,734.22	
TRUST - Active Minds	\$ 34.88	
TRUST - American Cancer (Relay)	\$ 606.60	
TRUST - Asian Appreciation Club	\$ 72.00	
TRUST - Athletic Director	\$ 93.80	
TRUST - Band	\$ 2,048.17	
TRUST - Baseball	\$ 34,465.46	
TRUST - Beyond the Books	\$ 164.00	
TRUST - Black Student U	\$ 2,128.96	
TRUST - Boys Basketball	\$ 12,919.35	
TRUST - Boys Golf	\$ 2,158.21	
TRUST - Boys Lacrosse	\$ 8,218.51	
TRUST - Boys Soccer	\$ 1,845.94	
TRUST - Boys Volleyball	\$ 3,377.43	
TRUST - Boys Waterpolo	\$ 5,648.27	
TRUST - Brett Schmit Memorial Fund	\$ 3,646.73	
TRUST - C2BK Cool 2 B Kind	\$ 397.75	
TRUST - CEA	\$ 1,427.61	
TRUST - CHIRLA	\$ 59.75	
TRUST - CSF	\$ 38,008.76	
TRUST - Cheerleaders	\$ 9,392.23	
TRUST - Choir	\$ 8,640.98	
TRUST - Claws for a Cause	\$ 17.88	
TRUST - College Counseling	\$ 758.44	
TRUST - Creative Writing	\$ 2,133.38	
TRUST - Cross Country	\$ 8,085.88	
TRUST - DECA	\$ 978.40	
TRUST - Dance	\$ 7,761.02	
TRUST - Drama	\$ 26,988.27	
TRUST - Drill Team	\$ 14,716.92	
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	\$ 54,046.16	
TRUST - French Club	\$ 1,134.18	
TRUST - Friendship Circle	\$ 430.78	
TRUST - Future Homemakers	\$ 2,799.54	
TRUST - Ganssle Memorial Schol	\$ 1,000.00	
TRUST - Girls Basketball	\$ 1,895.55	
TRUST - Girls Golf	\$ 3,752.78	
TRUST - Girls Lacrosse	\$ 7,179.38	
TRUST - Girls Soccer	\$ (3,005.92)	Deposits pending
TRUST - Girls Tennis	\$ 2,614.05	
TRUST - Girls Volleyball	\$ 16,674.40	
TRUST - Girls Water Polo	\$ 1,210.71	
TRUST - Grad Class 2024	\$ 72,457.32	
TRUST - Grad Class 2025	\$ 17,801.29	
TRUST - Grad Class 2026	\$ 1,013.33	
TRUST - Grad Class 2027	\$ 44.00	

### ASB Trust Balances - May 2024

Trust Name	Amount	Comments
TRUST - Great Films Club	\$ 69.00	
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	\$ 2,585.90	
TRUST - MACS Club	\$ 40.00	
TRUST - MESA Club	\$ 50.40	
TRUST - Medical Club	\$ 7,844.52	
TRUST - Milton Goffman Scholarship	\$ 7,805.00	
TRUST - Mock Trial	\$ 385.00	
TRUST - Model United Natn	\$ 873.00	
TRUST - Mountain Bike Club	\$ 836.99	
TRUST - NJROTC	\$ 49,332.39	
TRUST - National Honors Soc	\$ 4,867.70	
TRUST - Newspaper Interns Club	\$ 396.16	
TRUST - Operation Smile	\$ 123.68	
TRUST - Persian Club	\$ 128.00	
TRUST - Philosophy Club	\$ 41.00	
TRUST - Physics Club	\$ 648.20	
TRUST - Ping Pong Club	\$ 28.60	
TRUST - Recycle for Research	\$ 328.57	
TRUST - Robotics	\$ 15,667.34	
TRUST - SURF CLUB	\$ 22.00	
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	
TRUST - Softball	\$ 18,977.50	
TRUST - Spanish Honor Soc	\$ 390.70	
TRUST - Speech & Debate	\$ 167.68	
TRUST - Step	\$ 8,292.52	
TRUST - Student Council	\$ 38,515.71	
TRUST - Students Demand Action	\$ 149.00	
TRUST - Swimming & Diving	\$ 4,023.06	
TRUST - The MESS	\$ 109.19	
TRUST - Thespians Club	\$ 1,395.84	
TRUST - Track & Field	\$ 1,957.51	
TRUST - True Crime Club	\$ 11.81	
TRUST - UNICEF	\$ 654.79	
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	\$ 601.33	
Trust - Kiva Club	\$ 34.00	

**ASB Trust Balances - May 2024**

<b>Trust Name</b>	<b>Amount</b>	<b>Comments</b>
Trust - Koi Fish Remedy	\$ 54.00	
Trust - MECHA	\$ 162.00	
Trust - PCC	\$ 69.00	
Trust - Project Paper Bag	\$ 112.50	

<b>Total</b>	<b>\$ 573,671.37</b>	
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ASB Income	\$ 145,199.01	
ASB Expense		
4350 - Supplies	\$ 9,745.15	
5835 - Field Trip	\$ 17,000.00	
5825 - Consultants	\$ 11,205.00	
Inventory	\$ 33,052.83	
Total Expense	\$ 71,002.98	

Total General Fund	\$ 74,196.03	
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Total, ASB Balance	\$ 647,867.40	
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ASB CD Account - Brett Schmitt	\$ 55,364.74	
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**El Camino Real Charter High School**  
**Vendor YTD**  
**May 2024**

Vendor Name	May-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		\$ 288.00
AFSCME District Council 36	\$ 1,929.96	\$ 18,601.76
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
Albert Saucedo	\$ 196.00	\$ 196.00
Alejandro Sanchez		\$ 205.00
Alex Diksas		\$ 174.00
Alex Gorin		\$ 300.00
Alexis Cheney		\$ 96.00
Ali Hacock		\$ 150.00
Alice Lee		\$ 798.00
Alireza Youssefinejad		\$ 750.00
Alison Yedor		\$ 1,816.25
All American Sports Corp. (Riddell/All American)	\$ 11,109.65	\$ 42,131.42
All Things Algebra		\$ 400.00
Allied Private Investigations & Security Services, LLC	\$ 59,846.16	\$ 495,633.69
Alyssa Lee		\$ 3,388.79
Amazon	\$ 18,100.06	\$ 165,668.85
Amazon Web Services		\$ 9,545.32
Ameci Pizza	\$ 450.52	\$ 797.26
American AED, INC.		\$ 437.19
American Choral Directors Association		\$ 125.00
American Fidelity Assurance Company	\$ 3,301.83	\$ 38,904.79
American Red Cross	\$ 308.00	\$ 1,136.00
American Scholastic Evaluation/ American Scholastic Mathematics Assn		\$ 100.00
American Transportation Systems	\$ 1,110.50	\$ 1,110.50
Amos Wellington		\$ 208.00
Amy Carter		\$ 421.73
Anders Sundberg	\$ 24.12	\$ 24.12
Andrew Goldstein		\$ 168.00
Andrew Krezinger		\$ 660.00
Andrew Schreibman	\$ 178.00	\$ 267.00
Andrew Schultz	\$ 460.16	\$ 460.16
Angel Lerma	\$ 570.13	\$ 594.13

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

Vendor Name	May-24	YTD TOTAL
Ani Kirakosian		\$ 7.00
Annabel Bayona		\$ 73.00
Anthony Britt		\$ 122.00
Anthony Corona		\$ 122.00
Anthony Rodarte		\$ 122.00
Anthony Russell		\$ 89.00
Antonia B Serrano		\$ 1,197.00
AP fbo EdLogical Group Corp	\$ 63,292.44	\$ 167,847.19
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)	\$ 119.98	\$ 1,495.29
AT&T 0810	\$ 371.34	\$ 4,077.70
AT&T 6340	\$ 385.99	\$ 4,379.36
AT&T 8815	\$ 420.40	\$ 4,586.21
AT&T 9132	\$ 1,259.77	\$ 15,277.04
AT&T 9221	\$ 762.69	\$ 8,842.12
Atkinson, Andelson, Loya, Ruud And Romo	\$ 399.00	\$ 399.00
Avedis Zildjian Company	\$ 1,293.00	\$ 2,117.63
Aviata Sports LLC		\$ 646.15
AVID Center		\$ 5,009.00
AWS	\$ 5,874.10	\$ 8,803.73
B&H Foto & Electronics Corp		\$ 1,859.31
Bailey Hooper		\$ 1,700.00
Barbara Stanoff	\$ 99.87	\$ 392.96
Bargreen Ellingson Inc	\$ 2,305.82	\$ 13,625.25
Baron Championship Rings Ltd.	\$ -	\$ 13,539.66
Barry Kay Enterprises		\$ 6,035.33
Becker, Craig		\$ 436.00
Best Cafe Enterprises, LLC	\$ 8,206.70	\$ 9,056.20
Bilingual Foundation of the Arts		\$ 1,125.00
Bill Ferrell Co.		\$ 1,710.00
Birmingham Community Charter High School	\$ 469.33	\$ 12,218.22
Biztech		\$ 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		\$ 285.00
Bobby Denny		\$ 86.85
Bonnie's World of Events Inc.		\$ 31,250.00
Bowlero Woodland Hills	\$ 1,044.28	\$ 1,044.28
Brad Constant Construction Inc.	\$ 33,250.00	\$ 94,100.00
Brad Wright		\$ 67.19

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

Vendor Name	May-24	YTD TOTAL
Brent Savage		\$ 96.00
Brett A Schwab		\$ 4,000.00
Brett Wensley		\$ 122.00
Brian Cuijty	\$ 116.00	\$ 116.00
Brian Wilson		\$ 485.11
Brooks Transportation Inc.	\$ 5,010.00	\$ 26,015.00
BSN Sports, LLC		\$ 95,100.71
CA Association of Directors of Activities		\$ 16,425.00
Caitlyn Mongeli		\$ 1,676.00
California Academic Decathlon Association		\$ 1,200.00
California Department of Education	\$ 861.90	\$ 2,493.30
California Department of Tax & Fee Administration		\$ 4,720.27
California FCCLA		\$ 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
Calvary Chapel HS		\$ 400.00
Camarillo High School		\$ 425.00
Cambrass Corp. DBA Stomvi USA	\$ 2,100.00	\$ 73,275.00
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	\$ 196.00	\$ 294.00
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		\$ 4,076.46
Cavalier Printing		\$ 2,175.00
CCIDM Inc.	\$ 1,300.00	\$ 9,816.13
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		\$ 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		\$ 697,953.31
Chartwells Division Services	\$ 277,352.35	\$ 1,048,567.88

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

Vendor Name	May-24	YTD TOTAL
Chatsworth Arena Soccer League		\$ 2,610.00
Chatsworth High School	\$ 400.00	\$ 1,800.00
Cheryl M Dorries		\$ 505.34
Child and Family Guidance Center	\$ 8,084.94	\$ 23,826.20
ChildCare Careers, LLC (The Education Team)	\$ 16,996.69	\$ 84,295.02
Chris Levenson	\$ 116.00	\$ 214.00
Chris Nevil		\$ 151.00
Chris Racina		\$ 86.00
Christian Williams		\$ 208.00
Christopher Washington		\$ 2,000.00
Christy White Accountancy Corporation (Christy White, Inc.)	\$ 1,600.00	\$ 21,879.00
Cindy L Bradley		\$ 935.00
Cintas Corporation No. 2 (Cintas Fire Protection)	\$ 456.00	\$ 6,312.89
City National Bank	\$ 0.25	\$ 452,488.85
City of Los Angeles Fire Dept. - CUPA	\$ 2,018.00	\$ 2,018.00
Claris International Inc.		\$ 3,075.00
Claudia Velasco		\$ 724.88
Clemente Ramirez		\$ 12.56
Code Black Media	\$ 3,375.00	\$ 20,031.25
Colin Jamerson		\$ 1,163.18
Colleen Garner		\$ 155.00
College Board		\$ 750.00
Colony High School	\$ 450.00	\$ 450.00
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
Conejo Swimworks, Inc.	\$ 2,348.05	\$ 2,348.05
CONFIDENTIAL		\$ 94,408.90
Conrad Sun LLC (Ren Athletics)		\$ 6,629.55
Convergeone, Inc.		\$ 32,988.23
Corbin Bowling Center Inc.		\$ 4,840.00
Corinne Brennan		\$ 580.00
Corner Bakery		\$ 10,191.06
Cornerstone Team Sports, Inc.		\$ 165.00
Countdown Printables	\$ 2,945.45	\$ 39,004.25
Courtney Birnbaum		\$ 96.00
Courtney Coffey	\$ 1,200.00	\$ 1,200.00
Covantia, Inc.	\$ 10,575.00	\$ 48,035.00
Craig Collar		\$ 151.00
Craig Frazier		\$ 196.00
Crescenta Valley High School		\$ 2,300.00
Cristina Balao		\$ 186.00
CRM Maestro Integrated CRM Solutions	\$ 37,680.00	\$ 70,080.00
Cross Country Staffing, Inc.		\$ 30,050.25
CTBOOK HOLDINGS LLC (Bulk Bookstore)		\$ 683.28

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

Vendor Name	May-24	YTD TOTAL
Custom Stats Cards		\$ 600.00
CustomInk	\$ 718.01	\$ 718.01
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	\$ 6,100.00
Daniel Tararache		\$ 857.00
Daniela Hernandez	\$ 410.30	\$ 410.30
Danielle Bagulbagul		\$ 107.80
Danny Vargas		\$ 84.00
Dan's Super Subs Inc.	\$ 173.05	\$ 1,905.90
Darcus Townsend		\$ 73.00
Dave & Buster's Entertainment, Inc.		\$ 11,970.16
Dave Patterson	\$ 116.00	\$ 116.00
David Arakelyan		\$ 146.00
David Hauptman Co., Inc DBA Fold-A-Goal		\$ 5,170.90
David Lee		\$ 45.00
David Musso		\$ 148.00
David Rosenberg	\$ 98.00	\$ 280.00
David Sanchez		\$ 161.00
De' Aron Richardson		\$ 1,000.00
Dean Bennett		\$ 50.70
Debbie Mongeli	\$ 309.78	\$ 309.78
Decker Inc.		\$ 2,493.25
DemiDec Corporation		\$ 1,185.11
Dennis Bueno		\$ 1,402.50
Deny Sportswear	\$ 2,200.59	\$ 7,296.28
Department of Justice (State of CA)	\$ 1,011.00	\$ 2,278.00
Derick Mailan		\$ 83.00
Designs By King	\$ 5,824.65	\$ 5,824.65
Deven Rasey		\$ 200.00
Dewayne Geter	\$ 98.00	\$ 98.00
Diana Coosemans		\$ 195.00
Digital Theatre US LLC		\$ 2,975.00
Discovery Cube LA		\$ 132.00
Donna Wood		\$ 143.00
Donny Elmasry		\$ 169.00
Dora Rojas		\$ 235.47
Doris Motherspaw		\$ 274.00
Dos Pueblos High School Boys Volleyball		\$ 450.00
Doug Dickstein		\$ 169.00
Douglas Barrera	\$ 144.82	\$ 144.82
Dreamscape Endeavors LLC		\$ 400.00
Drizen-dohs Corporate Communications, Inc.	\$ 695.97	\$ 3,519.30
DS Honda Construction Management, Inc		\$ 1,928.00
DTASC		\$ 1,603.00
Dupree Fuller		\$ 100.20
Duy Nguyen		\$ 86.00

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

Vendor Name	May-24	YTD TOTAL
Dylan Marshall		\$ 73.00
EDD (Employment Development Dept.)		\$ 29,738.44
Eddie Hwang	\$ 98.00	\$ 187.00
Edpuzzle, Inc.		\$ 3,140.00
Eduardo Basto		\$ 395.00
Eduardo Galan		\$ 107.00
Educational Networks		\$ 2,706.59
Educational Theatre Association		\$ 129.00
Educatus International (Attn Paul McLaughlin)	\$ 6,500.00	\$ 18,500.00
Edwin Ramirez		\$ -
EF Explore America, Inc.	\$ 13,533.00	\$ 13,533.00
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		\$ 8,155.06
Enome, Inc. (Goalbook)		\$ 11,685.00
Enrique Velarde		\$ 373.00
Enriqueta Loera		\$ 987.81
Environmental Network Corporation (ENCORP)		\$ 1,800.00
Epic Sports, Inc.		\$ 3,634.74
Eric Choi	\$ 459.75	\$ 1,278.52
Eric Patyk		\$ 360.00
Erica Boatman-Dixon		\$ 404.48
Erica Budniak	\$ 331.39	\$ 331.39
Erin Jundef		\$ 360.71
Errol Colin	\$ 98.00	\$ 98.00
Esther Yanez	\$ 286.00	\$ 686.00
Ethan Norof		\$ 267.00
Evan Coleman	\$ 535.26	\$ 1,145.29
Evelyn Velarde		\$ 7,180.00
Evgeny Sedov		\$ 375.00
EWC California, Inc. (AAA Label Factory)	\$ 1,056.60	\$ 2,714.45
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	\$ 61.83	\$ 91.29
Fence Factory Rentals	\$ 1,044.00	\$ 2,024.00
Fernando Delgado		\$ 1,670.48
Festivals of Music, Inc.		\$ 6,138.00
Figdes Services and Maintenance Inc.		\$ 6,462.50
Figdesign Inc	\$ 6,815.54	\$ 46,200.73
First Class Events	\$ 90,552.00	\$ 158,002.00

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

Vendor Name	May-24	YTD TOTAL
Flexin' In My Complexion		\$ 1,500.00
Flinn Scientific Inc.	\$ 78.00	\$ 3,616.68
Floral Passion LLC	\$ 2,065.17	\$ 2,772.54
Fred J. Miller, Inc	\$ 662.30	\$ 662.30
Freddie Alexander		\$ 96.00
Fresno County Superintendent of Schools	\$ 9,500.00	\$ 9,513.80
Front Porch. Inc dba Get More Math		\$ 18,306.00
GA Technical Services, Inc		\$ 36,396.42
Gabriel Bruskoff		\$ 139.00
Gail Nettels		\$ 924.20
Garbanzo		\$ 1,490.00
Gardena Valley News		\$ 4,583.58
Garth Sanders		\$ 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	\$ 63.38	\$ 149.56
German Hernandez	\$ 904.80	\$ 5,725.70
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		\$ 850.00
Golden Star Technology, Inc	\$ 6,581.72	\$ 135,451.63
Golf Team Products		\$ 1,133.51
Gopher		\$ 8,138.86
Gordon Rees Scully Mansukhani. LLP (Gordon & Rees LLP)	\$ 25,322.50	\$ 79,186.78
Grace Brethren Jr/Sr High School		\$ 480.00
GraceNotes LLC		\$ 513.00
Grad Awards LLC		\$ 2,997.86
Granada Hills Charter High School	\$ 786.33	\$ 2,450.83
Grand G&G Inc.	\$ 3,017.67	\$ 23,410.43
Grant A. Horn	\$ 1,300.00	\$ 7,190.00
Greenfield Forever, Inc.		\$ 14,792.00
Greg Yamin	\$ 98.00	\$ 196.00
Guadalupe Paez		\$ 93.98
Guardian International Solutions Inc	\$ 9,440.71	\$ 77,672.02
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
Harland Clarke	\$ 182.46	\$ 182.46
Harris School Solutions, a division of N. Harris Computer Corporation		\$ 2,661.20
Harris Systems USA Inc. (MealTime/Harris School Solutions)		\$ 450.00

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

Vendor Name	May-24	YTD TOTAL
Harrow Sports, Inc. (Next Level Resource Partners, LLC)		\$ 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
Henry Carpio		\$ 88.00
Henry J Bongiovi		\$ 6,000.00
Henry Matute		\$ 234.00
Henry Rosales		\$ 2,000.00
Herff Jones LLC		\$ 43,073.94
Hilda Rodriguez	\$ 65.70	\$ 65.70
Hi-Pod, Inc		\$ 108.70
Hot Dogger Tours, Inc. (Gold Coast Tours)	\$ 6,812.50	\$ 6,812.50
Houghton Mifflin Harcourt	\$ 2,327.50	\$ 3,687.70
Hrag Yazijian		\$ 88.00
Hudl		\$ 3,299.00
Hueneme HS		\$ 350.00
Human Rights Campaign Foundation		\$ 7,500.00
Hyatt Place Garden City	\$ 10,988.36	\$ 10,988.36
Hye J Kim		\$ 547.40
Hype Socks, LLC		\$ 538.81
IAM Compton LLC		\$ 1,000.00
ICON School Management	\$ 3,500.00	\$ 38,500.00
Imagists Inc		\$ 6,000.00
Iman Khorramian		\$ 161.00
Impact Cheer & Tumbling	\$ 1,000.00	\$ 8,923.00
Impact Philanthropy Group (Sage SoCal)	\$ 38,000.00	\$ 329,724.00
Infinity Communications & Consulting, Inc		\$ 47,651.54
Infobase Holdings, Inc.		\$ 11,760.38
Ingraham Trophies and Gifts	\$ 353.66	\$ 555.15
Inspire Communication, Inc	\$ 36,055.00	\$ 178,345.00
Instructure, Inc		\$ 2,436.00
International Academy of Science(CybrSchool LLC)		\$ 15,980.00
Interquest Detection Canines	\$ 4,025.00	\$ 6,875.00
Interscholastic Equestrian League		\$ 150.00
Irene Paez		\$ 427.67
ITHAKA Harbors Inc.		\$ 1,040.00
J Schnelldorfer PSAD		\$ 1,025.00
Jackson Lewis P.C.		\$ 6,352.50
Jacqueline Thomas		\$ 1,000.00
JaMarr J Johnson		\$ 2,500.00
James Gillis		\$ 229.00
James Hartt	\$ 89.00	\$ 89.00
JAMS, INC.		\$ 4,975.00
Janeth Arenas	\$ 57.00	\$ 212.00
Japanese American National Museum	\$ 330.00	\$ 330.00
Jared Allan Hocson Manuel		\$ 300.00
Jason Camp		\$ 251.52
Jason Grider		\$ 295.63

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

Vendor Name	May-24	YTD TOTAL
Jason Sabolic		\$ 2,140.17
Javier Bustos		\$ 139.00
Jeanne Scola		\$ 46.00
Jeff Porter		\$ 144.00
Jerry Burns		\$ 148.00
Jersey Mike's (MAC SUBS, Inc)		\$ 5,929.25
Jesus Alfaro	\$ 2,628.00	\$ 2,628.00
Jesus Contreras	\$ 320.13	\$ 2,467.98
Jesus Olivar		\$ 278.00
Jim Russell		\$ 155.00
Jive Communications, Inc. (LogMeIn Communications)		\$ 8,053.43
Joachim Paul		\$ 7,000.00
Jodi Borenstein	\$ 198.14	\$ 2,127.50
Joe Franiak	\$ 98.00	\$ 187.00
Joe Galeano		\$ 116.00
Johanna Isom		\$ 283.40
John A. Pinelo Sr.	\$ 12,093.05	\$ 28,939.64
John C (Vinyl Effex)		\$ 918.27
John Dall		\$ 84.00
John Estrada		\$ 400.00
John Orlando Vazquez		\$ 344.88
John Rayburn		\$ 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
Jonny Joseph		\$ 301.00
Jordan Aynat		\$ 73.00
Jose Alvarado		\$ 150.00
Jose Casas		\$ 192.00
Jose Jimenez		\$ 1,356.37
Jose Soto		\$ 240.00
Joseph Conte		\$ 168.00
Josephine Torres		\$ 347.55
Josh Shipp Production, LLC (Top Youth Speakers)		\$ 8,960.00
Joshua Dixon		\$ 600.00
Joshua Lorimer		\$ 96.00
Joshua Markarian	\$ 141.06	\$ 141.06
Jostens, Inc		\$ 602.25
Joubel AS		\$ 570.00
JR Castro		\$ 88.00
Juan Alba		\$ 49.99
Juan Gonzalez	\$ 2,400.00	\$ 2,400.00
Juan Piedra		\$ 294.00
Judy McLean	\$ 1,950.00	\$ 22,612.50
Jules Seltzer Associates	\$ 6,040.33	\$ 113,634.89
Junior Achievement of Southern California, Inc		\$ 4,200.00
Justin Adams		\$ 32.83

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

Vendor Name	May-24	YTD TOTAL
Justin Graham		\$ 29.75
JW Pepper & Son, Inc	\$ 2.35	\$ 2,941.99
Kaitlyn Conte		\$ 1,372.00
Kami		\$ 10,850.00
Kardent	\$ 14,450.00	\$ 14,450.00
Katelyn Crane		\$ 1,000.00
Kathleen S Kapukchyan		\$ 1,000.00
Kayla O Solomon		\$ 850.00
Kayla Safavi		\$ 11,500.00
Ken Ashford		\$ 363.00
Ken Lee		\$ 186.00
Kena Worthen		\$ -
Kenneth Euken		\$ 176.00
Kent Jacobsen	\$ 84.00	\$ 84.00
Kevin E Bradley		\$ 935.00
Kevin Farr		\$ 312.00
Kevin Godin		\$ 89.00
Kevin Melbourne		\$ 122.00
Kevin Meyer	\$ 84.00	\$ 168.00
Kevin Thurow		\$ 5,698.42
Kevon Lee		\$ 2,000.00
Kirk A West		\$ 526.00
Knight Sound & Lighting, Inc.		\$ 3,807.98
Kristy Sundberg		\$ 21.99
Kurt Keller	\$ 57.00	\$ 57.00
Kurt Kerby	\$ 98.00	\$ 187.00
L.A Door Co.		\$ 600.00
L.A. City Dept. of Recreation And Parks		\$ 6,085.10
L.A. Floors Removal, Inc.		\$ 96,125.00
LA Master Chorale		\$ 250.00
LA Party Rents, Inc.		\$ 13,009.40
LACOE, Los Angeles County Office of Education		\$ 6,660.00
LADWP	\$ 7,826.95	\$ 48,579.77
Laguna Hills HS		\$ 375.00
Larry Crino		\$ 196.00
Larry Zerg		\$ 150.00
Las Virgenes Unified School District (Agoura High School)		\$ 120.00
LAUSD - Maintenance & Operations		\$ 902,649.47
Law Offices of Young, Minney & Corr, LLP		\$ 133,212.88
Lee Barnathan	\$ 97.00	\$ 558.00
Lee Jordan		\$ 73.00
Legacy Awards		\$ 191.63
Levon Dermendjian		\$ 146.00
Liliana Murcia		\$ 203.62
Liminex, Inc. (GoGuardian)		\$ 14,667.00
Linda Robbins		\$ 107.19
Lindsay Imber		\$ 249.00
Lindsey C. Surendranath Granted, Inc	\$ 4,500.00	\$ 18,585.52
Live Athletics Wellness		\$ 6,500.00

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

Vendor Name	May-24	YTD TOTAL
LOC Enterprises LLC		\$ 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
Los Angeles County Tax Collector		\$ 54,774.76
Los Angeles Pierce College		\$ 28,073.00
Los Angeles School Police Department		\$ 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
Luisa Ferrer	\$ 1,300.40	\$ 1,300.40
Luz Maria Herrera Aguilera		\$ 1,500.00
Lynsey R Shano		\$ 1,422.43
Lynsey Shano		\$ 129.38
M & S Technology Group, LLC (The Circle)	\$ 7,602.83	\$ 93,160.04
M&M Paper Co.	\$ 3,510.35	\$ 14,973.38
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
Maggiano's Inc., an Illinois corporation	\$ 2,824.32	\$ 2,824.32
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
Margaret R Joyce		\$ 935.00
Marielle T Flores	\$ 46.07	\$ 46.07
Marissa Dominguez		\$ 448.06
Mark Arthur		\$ 399.00
Mark Cavarretta		\$ 205.00
Mark Hayes		\$ 89.00
Mark S Nilan Sr.		\$ 100.00
Mark Sawyer		\$ 520.00
Marko Jankovic		\$ 298.00
Marriot Riverside Hotel		\$ 3,669.30
Marta Franco		\$ 60.00
Mary M Bush	\$ 16,648.00	\$ 43,848.03
Matthew Tays	\$ 267.00	\$ 356.00
Matthew Wright	\$ 667.17	\$ 1,454.14
McCalla Company	\$ 888.26	\$ 3,487.13
McGraw-Hill Education, Inc.		\$ 68,311.37
Medieval Times USA, Inc.		\$ 2,623.80
Megan Rayzor	\$ 218.70	\$ 218.70

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

Vendor Name	May-24	YTD TOTAL
Melissa Ann Charters	\$ 93.57	\$ 2,471.34
Melissa Harr		\$ 590.83
Melissa L Cleal		\$ 283.40
Melissa Montejano		\$ 62.00
Merit Oil Company		\$ 1,488.07
MG Express Inc.	\$ 39,390.00	\$ 376,890.00
Mia Narvades		\$ 19.12
Michael Clarke		\$ 178.00
Michael Consoletti		\$ 12,543.35
Michael Daniels		\$ 301.00
Michael Fishman	\$ 84.00	\$ 84.00
Michael Frey		\$ 312.00
Michael Goode		\$ 210.00
Michael Jeff	\$ 1,100.00	\$ 6,300.00
Michael Robinson		\$ 10,500.00
Michelle A Buchanan		\$ 250.00
Michelle Harris		\$ 73.00
Mike Miyashima		\$ 161.00
Mike Venarde		\$ 84.00
Mike Wagner	\$ 89.00	\$ 178.00
MILE26 Sports Inc		\$ 374.97
Minita Clark	\$ 97.83	\$ 198.04
Mirna Janet Mejia		\$ 279.00
Missael Corral		\$ 249.00
Mitchell R Cohen		\$ 154.80
Mohamed Ibrahim		\$ 78.00
Mohammad Ordoubadi		\$ 73.00
Monroe High School		\$ 390.00
Monserrat Peralta	\$ 750.00	\$ 750.00
Monte Murray		\$ 196.00
Moon Grad Services		\$ 2,776.07
Moore, John		\$ 249.00
Moorpark College		\$ 400.00
Morro Bay High School		\$ 650.00
Moxie Road, Inc (Five Star Painting of Woodland	\$ 3,345.00	\$ 127,765.02
Mt. San Antonio College		\$ 450.00
Music Theatre International		\$ 2,920.00
Mutual of Omaha	\$ 1,259.93	\$ 12,063.09
N2Y LLC		\$ 9,099.87
Nannie Thirteen		\$ 2,000.00
Nasco Education LLC		\$ 1,077.08
NASSP		\$ 770.00
Natalie Mekjian	\$ 370.26	\$ 414.14
Nathan McClung		\$ 122.00
Nathan Shibata		\$ 1,687.07
Nelson Bae		\$ 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

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

Vendor Name	May-24	YTD TOTAL
Nicole Gamez	\$ 558.76	\$ 1,698.18
Niki Watrin	\$ 236.14	\$ 236.14
Noah Barnett		\$ 15.00
NoRedInk Corp.		\$ 11,300.00
Northwest Evaluation Association		\$ 51,525.00
Novel Electronic Designs, Inc.		\$ 449.00
Oaks Christian School		\$ 325.00
Old New York & Deli Bakery Co., Inc	\$ 98.06	\$ 487.23
Olivia Amigo	\$ 2,000.00	\$ 2,000.00
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 Mejia	\$ 98.00	\$ 98.00
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
Palmer Hamilton LLC	\$ 1,527.75	\$ 821,144.36
Paragon MSP LLC		\$ 25,000.00
Parrish Higa		\$ 149.00
Pat Bresnahan		\$ 4,500.00
Paul Cohen	\$ 98.00	\$ 196.00
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
Pearson Education NCS Pearson, Inc.	\$ 620.00	\$ 620.00
PenServ Plan Services	\$ 36,227.97	\$ 304,087.34
Petri Byrd		\$ 1,000.00
Phase II Systems (Public Agency Retirement Services - PARS)		\$ 4,381.11
Phillip Galindo		\$ 97.00
Picture Perfect Graphics	\$ 259.95	\$ 4,665.36
Piece of Mind Care Services	\$ 28,943.30	\$ 847,656.70
Pinstripes, Inc.		\$ 14,297.85
Pitney Bowes		\$ 2,083.96
PNK enterprises, Inc (Anderson Trophy Co.)	\$ 602.09	\$ 602.09
Poghos Baliyan		\$ 278.00
Poria Rakhsha		\$ 150.00
Porta Phone Company, Inc.		\$ 1,351.25
Porter Valley Country Club		\$ 5,343.50
PowerSchool Holdings LLC (PowerSchool Group		\$ 31,903.03
PPLSI	\$ 165.60	\$ 1,490.40
Privatizer Technologies, LLC		\$ 1,340.13
Pro Quick Draw, LLC	\$ 435.81	\$ 435.81

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

Vendor Name	May-24	YTD TOTAL
Pro-Ed, Inc.		\$ 83.00
Project Lead The Way, Inc.	\$ 1,448.96	\$ 14,253.63
ProjectRISEmusic.com LLC		\$ 2,750.00
PTM Document Systems, Inc.		\$ 1,085.12
Puja Savla		\$ 149.22
Purchase Power (Pitney Bowes)	\$ 601.39	\$ 2,235.17
Pyramid Pipe & Supply Co.		\$ 2,160.55
Rachel M Markenson		\$ 1,000.00
Rafael Bonilla		\$ 151.00
Rajan Dosaj		\$ 286.00
Ralph Jordan		\$ 146.00
Ralph Peck		\$ 196.00
Randy Sreden		\$ 98.00
Rares Simedrea		\$ 13,500.00
Raudel Ramirez		\$ 86.46
Raul Flores		\$ 234.00
Ray Allen Holt		\$ 455.00
Ray Lombardo		\$ 312.00
Redondo Union High School		\$ 450.00
Remo System Inc	\$ 525.00	\$ 525.00
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
Ricardo Jimenez		\$ 89.00
Richard A Lozano	\$ 222.00	\$ 222.00
Richard Russell		\$ 241.56
Ridge Sports	\$ 1,932.00	\$ 1,932.00
Riverside Assessments, LLC (Riverside Insights)		\$ 1,369.98
Robert Guzman	\$ 661.00	\$ 661.00
Robert Hacker	\$ 98.00	\$ 98.00
Robert Jiron	\$ 285.00	\$ 481.00
Robert L Clayton III		\$ 73.00
Robert Neal Brannon		\$ 500.00
Robert Potter		\$ 98.00
Robert Quirarte	\$ 98.00	\$ 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
Ronald Cole		\$ 122.00
Ronald Flaherty		\$ 26,189.40
Rosalinda Montague	\$ 15.96	\$ 15.96
Roth Staffing Companies, LP	\$ 8,224.69	\$ 12,084.55
RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	\$ 4,925.00	\$ 54,625.00

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

Vendor Name	May-24	YTD TOTAL
Rudolph Nicolas Brown		\$ 443.56
Ruel Poticar		\$ 161.00
Ryan Fobel		\$ 234.00
Ryan Guinto	\$ 45.16	\$ 3,609.33
Sacramento County of Education		\$ 240.00
Sacred Heart High School (Cross Country)		\$ 480.00
Samira Sharifi		\$ 25.00
Samuel Crutcher	\$ 100.00	\$ 100.00
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		\$ 192.00
Savvas Learning Company LLC		\$ 334,616.26
Scenario Learning, LLC (Vector Solutions)		\$ 8,096.70
SCHEIB Pest Solutions inc	\$ 2,850.00	\$ 9,362.00
Scholastic, Inc		\$ 680.96
School Nurse Supply		\$ 1,239.28
School Services of California, Inc.		\$ 5,385.00
Scoot Education Inc	\$ 78,501.48	\$ 1,013,698.34
Scott Billbruck		\$ 1,200.00
Scott Harrold		\$ 208.00
SCSBOA		\$ 2,400.00
Sebastian Torres		\$ 85.00
Security Alarm Specialists, Inc.	\$ 14,325.41	\$ 14,325.41
Sedi Amirkhani		\$ 149.00
Seema Cecil		\$ 88.80
Self Insured Schools of California	\$ 350,400.78	\$ 3,948,509.53
Self Insured Schools of California - Flex Plan		\$ 4,249.80
Seroj Baghrmian		\$ 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		\$ 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	\$ 500.00	\$ 1,050.00

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

Vendor Name	May-24	YTD TOTAL
Sly Graphics Corp	\$ 346.00	\$ 5,349.30
Smart & Final	\$ 104.02	\$ 3,326.38
SoCal Yearbooks Workshop		\$ 2,115.00
SoCalGas	\$ 23.10	\$ 243.02
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
Sophia Saravia	\$ 348.34	\$ 348.34
SOS Survival Products, Inc.		\$ 7,717.76
Southern California Journalism Education		\$ 375.00
Southern California News Group		\$ 3,250.00
Southern California Vocal Association		\$ 1,100.00
Spectrum Enterprise 4201		\$ 674.25
Spectrum Enterprise 7801		\$ 11,024.35
Splashtop Inc.		\$ 1,596.00
Sportboardz LLC		\$ 535.00
Sports Warehouse (Tennis Warehouse)		\$ 4,616.05
Square Signs LLC dba Front Signs	\$ 1,400.00	\$ 1,400.00
Sreeja Dorepally		\$ 500.00
St Francis High School		\$ 500.00
Staples Business Advantage		\$ 7,792.26
Stats Medic LLC		\$ 2,293.90
Stefanie Bero	\$ 1,046.95	\$ 2,161.43
Steno Agency, Inc.	\$ 2,832.35	\$ 2,832.35
Stephanie Bedran		\$ 7.50
Stephanie Cruz		\$ 176.00
Stephanie Franklin	\$ 10,692.68	\$ 22,246.28
Sterling Venue Ventures LLC (Canyon Club)		\$ 11,826.00
Steven Montalvo		\$ 276.00
Stonefire Grill		\$ 2,729.54
STS education	\$ 2,244.76	\$ 2,244.76
Sunway, Inc		\$ 1,958.95
SUSAN MOCHIRFATEMI	\$ 123.75	\$ 437.05
Suzanne Lee Schuster		\$ 318.90
Sweetwater Sound Inc.		\$ 81,807.13
Sylvia Yi		\$ 165.38
Tara Knight		\$ 431.80
TBP Productions, LLP (SNO Sites)	\$ 895.00	\$ 895.00
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	\$ 482.93	\$ 7,940.87
The AmGraph Group		\$ 10,657.47
The Cleaning Company Inc. (Squeaky Cleaning)		\$ 395.00
The College Board		\$ 400.00
The Cruz Center		\$ 1,718.75

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

Vendor Name	May-24	YTD TOTAL
The Help Group-North Hills Prep School	\$ 6,017.30	\$ 56,295.56
The Home Depot Commercial Account	\$ 526.53	\$ 5,059.26
The Honor Cord Company	\$ 428.00	\$ 428.00
The Master's University and Seminary		\$ 600.00
The Memory Project		\$ 450.00
The Print Spot	\$ 7,289.63	\$ 23,197.28
The Ronald Reagan Presidential Foundation		\$ 1,254.30
The Shredders		\$ 2,817.00
The Webstaurant Store, Inc.		\$ 719.27
Thomas Praxedes		\$ 555.00
Thomas Tenney	\$ 98.00	\$ 98.00
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.	\$ 400.00	\$ 17,361.84
TNI Architects Inc.		\$ 22,433.75
Tom Nassraway	\$ 77.00	\$ 77.00
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
Tyrone Clark		\$ 122.00
U.S Bank PARS Account #6746022400	\$ 962.36	\$ 19,227.64
U.S. Bank National Association	\$ 42,417.11	\$ 261,760.57
U.S. Bank National Association (OPEB)	\$ 220,000.00	\$ 2,420,000.00
UC Regents (UCLA)		\$ 500.00
UCLA Extension		\$ 2,100.00
ULINE, INC.	\$ 364.50	\$ 12,035.43
Underwood Family Farms		\$ 360.00
United Rentals (North America), INC		\$ 5,320.32
United States Academic Decathlon		\$ 1,953.38
UTLA	\$ 17,621.16	\$ 174,904.97
Valencia High School		\$ 550.00
Valley High School and Learning Cetner, Inc.		\$ 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		\$ 23,825.00
Verizon Wireless		\$ 6,347.84
Veronica Ocana		\$ 10,596.92

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

Vendor Name	May-24	YTD TOTAL
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		\$ 2,856.71
Vynell Henderson		\$ 210.00
Wall Brothers Construction, Inc.		\$ 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
Wespac Plan Services, LLC		\$ 250.00
West Hills Communication Corp		\$ 1,415.13
West Music Company, Inc DBA Percussion Source	\$ 1,790.00	\$ 4,009.74
West Ranch High School Band Boosters		\$ 250.00
Westlake High School		\$ 564.80
White's Studios, Inc.		\$ 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	\$ 21.29	\$ 8,925.50
Wolcott, Chuck		\$ 83.00
Woodbridge High School		\$ 550.00
Woodland Hills Country Club	\$ 4,797.12	\$ 16,549.85
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	\$ 159.50	\$ 28,408.87
Youth Communication New York Center, Inc.		\$ 55.00
Zach Kozek	\$ 98.00	\$ 312.00
Zevy Malmeth		\$ 8,340.00
Ziat Zahur		\$ 178.07
<b>Grand Total</b>	<b>\$ 1,884,759.07</b>	<b>\$ 20,809,466.97</b>

# Coversheet

## Approve the May 2024, Credit Card Charges

<b>Section:</b>	II. Consent
<b>Item:</b>	G. Approve the May 2024, Credit Card Charges
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II.G - US BANK ELCO MAY 2024.pdf

Date	PO#	Vendor	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
2024/04/25	PO10978	HYATT PLACE GARDEN CITY	Step Team Lodging	DAVID HUSSEY	E COLEMAN	\$2,500.00	Trust- Step	Field Trip
2024/04/25	PO10978	HYATT PLACE GARDEN CITY	Step Team Lodging	DAVID HUSSEY	E COLEMAN	\$2,770.94	Trust- Step	Field Trip
2024/04/24	PO10202	HOMEDEPOT.COM	WOODSHOP	DAVID HUSSEY	J FRIEDBERG	\$324.73	CTE	Instructional Supplies
2024/04/24	PO10202	HOMEDEPOT.COM	WOODSHOP	DAVID HUSSEY	J FRIEDBERG	\$42.57	CTE	Instructional Supplies
2024/04/26	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$148.09	CTE	Instructional Supplies
2024/04/29	PO 9626	AGUAVIDA PREMIUM WATER	Staff Water	DAVID HUSSEY	J CAMP	\$270.49	General Operations	Operations Supplies
2024/04/28		YOUCANBOOK.ME	Admissions Calendar	DAVID HUSSEY	A RIOS	\$134.40	General Operations	Subscriptions
2024/04/30	PO11319	ETOLL AVIS U7245359	STEPTeam	DAVID HUSSEY	E COLEMAN	\$47.90	Trust - Step	Field Trip
2024/04/30	PO 11257	FIVERR	Board Meeting Transcriptions	DAVID HUSSEY	R GUINTO	\$89.68	General Operations	Non Instructional Consulting
2024/04/30	PO11082	SOCAL NEWSPAPER GRP ADV	RFP Ad for Campus Security Services	DAVID HUSSEY	R GUINTO	\$353.32	General Operations	Advertising
2024/04/30		FACEBK *CY92B4LSQ2	Facebook ads	DAVID HUSSEY	R COVARRUBIAS	\$473.89	General Operations	Marketing
2024/04/30	PO11043	AVIS RENT-A-CAR	Conference Car Rental - E. Larew	DAVID HUSSEY	E LAREW	\$172.12	Special Ed COP	Travel/Conference
2024/04/30	PO11043	AVIS RENT-A-CAR	Conference Car Rental - E. Larew	DAVID HUSSEY	E LAREW	\$97.34	Special Ed COP	Travel/Conference
2024/05/01		GOOGLE CLOUD 589ZB8	Google Ads	DAVID HUSSEY	R COVARRUBIAS	\$0.34	General Operations	Marketing
2024/05/01	PO11073	GATOR-BOARD.COM	VAPA	DAVID HUSSEY	M HARBOURT	\$2,185.26	Arts/Music Block Grant	Instructional Supplies
2024/05/02	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$472.07	CTE	Instructional Supplies
2024/05/04	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$465.86	CTE	Instructional Supplies
2024/05/04	PO10975	HYATT PLACE GARDEN CITY	Step Team Lodging	DAVID HUSSEY	E COLEMAN	\$5,538.82	Trust - Step	Field Trip
2024/05/03		NASSP PRODUCT & SERVICE	Membership	DAVID HUSSEY		\$437.99	Trust - NHS	Non Instructional Supplies
2024/05/07	PO11158	TARGET.COM *	STUDENT COUNCIL	DAVID HUSSEY	L SHANO	\$132.93	ASB General	ASB Supplies
2024/05/09	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$127.28	CTE	Instructional Supplies
2024/05/09	PO11319	AVIS RENT-A-CAR	Step Competition - Car Rental	DAVID HUSSEY	E COLEMAN	\$377.63	Trust- Step	Field Trip
2024/05/11	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$445.34	CTE	Instructional Supplies
2024/05/09	PO11320	MARRIOTT SAVANNAH RIVE	Lodging - Special Ed Conference	DAVID HUSSEY	E LAREW	\$1,776.75	Special Ed COP	Travel/Conference
2024/05/13	PO 9626	AGUAVIDA PREMIUM WATER	Staff Water	DAVID HUSSEY	J CAMP	\$270.49	General Operations	Operations Supplies
2024/05/13	PO 11152	MONDAY.COM	Workflow app	DAVID HUSSEY	R GUINTO	\$307.20	General Technology	Subscriptions
2024/05/15	PO11031	SNAPMAKER	3D Printing Supplies	DAVID HUSSEY	D BENNETT	\$69.72	General Academic	Instructional Supplies
2024/05/16	PO11030	WWW.MAKERBOT.COM	Science supplies	DAVID HUSSEY	D BENNETT	\$419.09	General Academic	Instructional Supplies
2024/05/15	PO11043	AVIS RENT-A-CAR	Conference Car Rental - E. Larew	DAVID HUSSEY	E LAREW	\$97.34	Special Ed COP	Travel/Conference
2024/05/15	PO11043	AVIS RENT-A-CAR	Conference Car Rental - E. Larew	DAVID HUSSEY	E LAREW	\$99.10	Special Ed COP	Travel/Conference
2024/05/17	PO11319	AVIS RENT-A-CAR	Step Competition - Car Rental	DAVID HUSSEY	E COLEMAN	\$213.29	Trust- Step	Field Trip
2024/05/17	PO11319	AVIS RENT-A-CAR	Step Competition - Car Rental	DAVID HUSSEY	E COLEMAN	\$203.20	Trust- Step	Field Trip
2024/05/21	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$202.95	CTE	Instructional Supplies
2024/05/23	PO 7943	SMARTANDFINAL 324	Food class supplies	DAVID HUSSEY	N GAMEZ	\$151.67	CTE	Instructional Supplies
2024/05/25	PO10975	HYATT PLACE GARDEN CITY	Step Team Lodging	DAVID HUSSEY	E COLEMAN	(\$8,352.81)	Trust- Step	Field Trip
2024/05/27	PO 9626	AGUAVIDA PREMIUM WATER	Staff Water	DAVID HUSSEY	J CAMP	\$270.49	General Operations	Operations Supplies
2024/05/24		GOOGLE*ADS3277186211	Google Ads	DAVID HUSSEY	R COVARRUBIAS	\$10.00	General Operations	Marketing
2024/05/24		GOOGLE*ADS3277186211	Google Ads	DAVID HUSSEY	R COVARRUBIAS	\$50.00	General Operations	Marketing
2024/05/26		GOOGLE*ADS3277186211	Google Ads	DAVID HUSSEY	R COVARRUBIAS	\$200.00	General Operations	Marketing
					<b>HUSSEY TOTAL</b>	<b>\$13,597.47</b>		
2024/04/26		CA SECRETARY OF STATE WEB	Filing Fee	GREGORY WOOD	G WOOD	\$5.00	General Operations	Fees
2024/04/26		QR-CODE-GENERATOR.COM	QR Code Generator	GREGORY WOOD	R GUINTO	\$191.88	General Technology	Subscriptions

## Credit Card Charges - 4/25/24 - 5/24/24

Date	PO#	Vendor	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
2024/04/29	PO 10820	SWA*GP_DEPST5264237904771	Flight Deposit	GREGORY WOOD	R FLAT	\$650.00	Trust/ASB - NJROTC	Field Trip
2024/04/30	PO11064	CALSTATEAPPLY	Student Application Fee	GREGORY WOOD	D BENNETT	\$70.00	Trust/ASB - HEARS	Fees
2024/04/30	PO11064	CALSTATEAPPLY	Student Application Fee	GREGORY WOOD	D BENNETT	\$70.00	Trust/ASB - HEARS	Fees
2024/05/01		FLUTTERFLOW, INC.	App developer subscription	GREGORY WOOD	R GUINTO	\$600.00	General Technology	Subscriptions
2024/05/01	PO11321	AMERICAN RED CROSS	Training - AED Machines	GREGORY WOOD	R RUSSELL	\$26.00	General Athletics	Trainings
2024/05/05	PO 9394	NYLAS	Communications Data	GREGORY WOOD	R GUINTO	\$495.78	General Technology	Subscriptions
2024/05/07	PO10820	SOUTHWES 5262290979388	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979387	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979386	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979385	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979384	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979383	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979382	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979381	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979380	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979379	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979378	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979377	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/07	PO10820	SOUTHWES 5262290979376	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	\$357.73	Trust/ASB - NJROTC	Field Trip
2024/05/09	PO10820	SOUTHWES 5260265242060	Flight to Portland - NJROTC	GREGORY WOOD	R FLAHERTY	(\$650.00)	Trust/ASB - NJROTC	Field Trip
2024/05/11	PO10840	SIXFLAGS MM VALENCIACA	Alt Ed Field Trip	GREGORY WOOD	E COLEMAN	\$3,920.04	ASB General	Field Trip
2024/05/12	PO 9396	MAILCHIMP	E-mail communications blast	GREGORY WOOD	R GUINTO	\$340.00	General Technology	Subscriptions
2024/05/16	PO 7943	SMARTANDFINAL 324	Food class supplies	GREGORY WOOD	N GAMEZ	\$510.75	CTE	Instructional Supplies
2024/05/17	PO11177	SP SANKOFAEDITION	RISE - Kente Stoles	GREGORY WOOD	M CLARK	\$399.80	ESSER III - RISE	Non Instructional Supplies
2024/05/24	PO10967	SIXFLAGS GAD JACKSONNJ	Step Team Activity	GREGORY WOOD	E COLEMAN	\$1,717.40	ASB General	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159617	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159618	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159619	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159620	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159621	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159622	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
2024/05/23	PO11211	SOUTHWES 5262297159623	Flight to Salt Lake City - NJROTC	GREGORY WOOD	R FLAHERTY	\$642.96	Trust/ASB - NJROTC	Field Trip
					<b>WOOD TOTAL</b>	<b>\$ 17,497.86</b>		
					Previous Balance	\$ 42,417.11		
					<b>Monthly Total</b>	<b>\$ 31,095.33</b>		
					Payments	\$ (42,417.11)		
					<b>Statement Total</b>	<b>\$ 31,095.33</b>		

P.O. BOX 6343  
FARGO ND 58125-6343000002567 01 SP 106481046852761 S  
EL CAMINO REAL CHS  
ATTN DAVID HUSSEY  
5440 VALLEY CIRCLE BLVD  
WOODLAND HILLS CA 91367-5949**ACCOUNT NUMBER****STATEMENT DATE** 05-27-2024**AMOUNT DUE** \$31,095.33**NEW BALANCE** \$31,095.33

PAYMENT DUE ON RECEIPT

**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 003109533 003109533

Please tear payment coupon at perforation.

**CORPORATE ACCOUNT SUMMARY**

EL CAMINO REAL CHS	Previous Balance	Purchases And Other + Charges	Cash Advances +	Cash Advance Fees +	Late Payment Charges	- Credits	- Payments	New = Balance
Company Total	\$42,417.11	\$40,098.14	\$0.00	\$0.00	\$0.00	\$9,002.81	\$42,417.11	\$31,095.33

**CORPORATE ACCOUNT ACTIVITY**

EL CAMINO REAL CHS

**TOTAL CORPORATE ACTIVITY**  
\$42,417.11 CR

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-24	05-24	41450010357747440100009	PAYMENT-THANK YOU Q	42,417.11 PY

**NEW ACTIVITY**DAVID HUSSEY      **CREDITS** \$8,352.81      **PURCHASES** \$21,950.28      **CASH ADV** \$0.00      **TOTAL ACTIVITY** \$13,597.47

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-26	04-25	24431064116722930205559	HYATT PLACE GARDEN CITY 5162226277 NY	2,500.00
04-26	04-25	24431064116722930206540	371291755162226277 ARRIVAL: 05-20-24 HYATT PLACE GARDEN CITY 5162226277 NY	2,770.94
04-26	04-24	24943014116010188142518	371291755162226277 ARRIVAL: 05-20-24 HOMEDEPOT.COM 800-430-3376 GA	324.73

**CUSTOMER SERVICE CALL**

800-344-5696

**ACCOUNT NUMBER****STATEMENT DATE**

05/27/24

**DISPUTED AMOUNT**

.00

**ACCOUNT SUMMARY**PREVIOUS BALANCE 42,417.11  
PURCHASES &  
OTHER CHARGES 40,098.14

CASH ADVANCES .00

CASH ADVANCE FEES .00

LATE PAYMENT  
CHARGES .00

CREDITS 9,002.81

PAYMENTS 42,417.11

**ACCOUNT BALANCE 31,095.33****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**AMOUNT DUE****31,095.33**



Company Name: EL CAMINO REAL CHS
Corporate Account Number:
Statement Date: 05-27-2024

### NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-26	04-24	24943014116010189323349	HOMEDPOT.COM 800-430-3376 GA	42.57
04-29	04-26	24231684117083215320357	SMARTANDFINAL 324 510-851-8548 CA	148.09
04-29	04-29	24692164120102668562917	AGUAVIDA PREMIUM WATER 747-444-9637 CA	270.49
04-29	04-28	74208474119000027787928	YOUCANBOOK.ME BEDFORD	134.40
05-01	04-30	24430994122962105877821	ETOLL AVIS U7245359 800-482-0159 FL	47.90
05-01	04-30	24492154121713035849142	FIVERR 954-368-2267 NY	89.68
05-01	04-30	24493984122886905000828	SOCAL NEWSPAPER GRP ADV 888-454-9588 CA	353.32
05-01	04-30	24692164121104005536421	FACEBK *CY92B4LSQ2 FB.ME/ADS CA	473.89
05-01	04-30	24941354122825721884993	AVIS RENT-A-CAR WOODLAND HILL CA U721884995	172.12
05-01	04-30	24941354122825721885008	AVIS RENT-A-CAR WOODLAND HILL CA U721885006	97.34
05-02	05-01	24204294122001448263032	GOOGLE CLOUD 589ZB8 650-2530000 CA	0.34
05-02	05-01	24492154122715180987113	GATOR-BOARD.COM 424-341-4127 IL	2,185.26
05-03	05-02	24231684123083163415094	SMARTANDFINAL 324 510-851-8548 CA	472.07
05-06	05-04	24231684125083163406539	SMARTANDFINAL 324 510-851-8548 CA	465.86
05-06	05-04	24431064125722936495823	HYATT PLACE GARDEN CITY 5162226277 NY 371291755162226277 ARRIVAL: 05-20-24	5,538.82
05-06	05-03	24906414124199409787974	NASSP PRODUCT & SERVICE 703-8600200 VA	437.99
05-08	05-07	24431064128083023265554	TARGET.COM * 800-591-3869 MN	132.93
05-10	05-09	24231684130083165300410	SMARTANDFINAL 324 510-851-8548 CA	127.28
05-10	05-09	24941354131825735235413	AVIS RENT-A-CAR SAVANNAH GA U735235410	377.63
05-13	05-11	24231684132083213411431	SMARTANDFINAL 324 510-851-8548 CA	445.34
05-13	05-09	24692164131102523923665	MARRIOTT SAVANNAH RIVE SAVANNAH GA 50762 ARRIVAL: 05-04-24	1,776.75
05-13	05-13	24692164134104602952844	AGUAVIDA PREMIUM WATER 747-444-9637 CA	270.49
05-14	05-13	24430994134083967155044	MONDAY.COM 120-177-8456 NY	307.20
05-16	05-15	24259404136212148306889	SNAPMAKER HONG KONG	69.72
05-16	05-16	24692164137107048112417	WWW.MAKERBOT.COM 347-457-5757 NY	419.09
05-16	05-15	24941354137825721885787	AVIS RENT-A-CAR WOODLAND HILL CA U721885780	97.34
05-16	05-15	24941354137825721885795	AVIS RENT-A-CAR WOODLAND HILL CA U721885791	99.10
05-20	05-17	24941354139825721885959	AVIS RENT-A-CAR WOODLAND HILL CA U721885953	213.29
05-20	05-17	24941354139825721885967	AVIS RENT-A-CAR WOODLAND HILL CA U721885964	203.20
05-22	05-21	24231684142083165307239	SMARTANDFINAL 324 510-851-8548 CA	202.95
05-24	05-23	24231684144083165314209	SMARTANDFINAL 324 510-851-8548 CA	151.67
05-27	05-25	74431064146722939846121	HYATT PLACE GARDEN CITY 5162226277 NY	8,352.81 CR
05-27	05-27	24692164148103227319151	AGUAVIDA PREMIUM WATER 747-444-9637 CA	270.49
05-27	05-24	24803944146920009217433	GOOGLE*ADS3277186211 CC GOOGLE.COM CA	10.00
05-27	05-24	24803944146920009276918	GOOGLE*ADS3277186211 CC GOOGLE.COM CA	50.00
05-27	05-26	24803944148920009256017	GOOGLE*ADS3277186211 CC GOOGLE.COM CA	200.00

<b>GREGORY WOOD</b>	<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
	\$650.00	\$18,147.86	\$0.00	\$17,497.86

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-29	04-26	24755424117281176817083	CA SECRETARY OF STATE WEB 916-6951338 CA	5.00
04-29	04-26	74609054117000016556281	QR-CODE-GENERATOR.COM BIELEFELD	191.88
05-01	04-29	24692164121104119267921	SWA*GP DEPST5264237904771 800-435-9792 TX PASSENGER/DEPOSIT 0-0-0	650.00
05-01	04-30	24755424122121224062253	CALSTATEAPPLY 857-3042087 CA	70.00
05-01	04-30	24755424122121224062279	CALSTATEAPPLY 857-3042087 CA	70.00
05-02	05-01	24000774123000002586818	FLUTTERFLOW, INC. HTTPSLUTTERF CA	600.00
05-02	05-01	24692164122105083711702	AMERICAN RED CROSS 800-733-2767 DC	26.00



Company Name: EL CAMINO REAL CHS
Corporate Account Number:
Statement Date: 05-27-2024

### NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-06	05-05	24011344126000067007102	NYLAS NYLAS.COM CA	495.78
05-09	05-07	24692164129101040811738	SOUTHWES 5262290979388 800-435-9792 TX TORRES/ISIS 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811746	SOUTHWES 5262290979387 800-435-9792 TX RAMANAN/RHIYA 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811753	SOUTHWES 5262290979386 800-435-9792 TX PATHIRANA/DILSHANI C 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811761	SOUTHWES 5262290979385 800-435-9792 TX KIM/LUCIUS 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811779	SOUTHWES 5262290979384 800-435-9792 TX HABIBI MACIAS/RIO 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811787	SOUTHWES 5262290979383 800-435-9792 TX GRETER/ABIGAIL 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811795	SOUTHWES 5262290979382 800-435-9792 TX ESPIRITU/BIANCA MIKH 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811803	SOUTHWES 5262290979381 800-435-9792 TX DINH/SOPHIA NGUYEN 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811811	SOUTHWES 5262290979380 800-435-9792 TX DEMICAIS/XAMARA C 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811829	SOUTHWES 5262290979379 800-435-9792 TX CARDENAS/DANIEL 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811837	SOUTHWES 5262290979378 800-435-9792 TX BRONCANO/JESSICA PRI 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811845	SOUTHWES 5262290979377 800-435-9792 TX AMROLI/TARONISH MEHE 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-09	05-07	24692164129101040811852	SOUTHWES 5262290979376 800-435-9792 TX PAJE/RUSSELL SISON 06-22-24 LAX WN V LAS WN V PDX WN V SJC WN V LAX	357.73
05-10	05-09	74692164130101816762539	SOUTHWES 5260265242060 800-435-9792 TX GREGORY WOOD 0-0-0	650.00 CR
05-13	05-11	24692164132103166077362	SIXFLAGS MM VALENCIACA 661-255-4100 CA	3,920.04
05-13	05-12	24793384133000605962033	MAILCHIMP 678-9990141 GA	340.00
05-17	05-16	24231684137083163416690	SMARTANDFINAL 324 510-851-8548 CA	510.75
05-20	05-17	24492164138000027643422	SP SANKOFAEDITION HTTPSSANKOFAE VA	399.80
05-27	05-24	24692164145100958176449	SIXFLAGS GAD JACKSONNJ 732-928-2000 NJ	1,717.40
05-27	05-23	24692164145101439622654	SOUTHWES 5262297159617 800-435-9792 TX MOLINE/MIKAEL 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96
05-27	05-23	24692164145101439622662	SOUTHWES 5262297159618 800-435-9792 TX PILE/ANTHONY 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96
05-27	05-23	24692164145101439622670	SOUTHWES 5262297159619 800-435-9792 TX PAJE/RUSSELL SISON 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96
05-27	05-23	24692164145101439622688	SOUTHWES 5262297159620 800-435-9792 TX SCHEFF/ARIELLA 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96
05-27	05-23	24692164145101439622696	SOUTHWES 5262297159621 800-435-9792 TX PHAM/ADRIAN 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96



Company Name: EL CAMINO REAL CHS
Corporate Account Number:
Statement Date: 05-27-2024

NEW ACTIVITY				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-27	05-23	24692164145101439622704	SOUTHWES 5262297159622 800-435-9792 TX BRACA/NATHAN 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96
05-27	05-23	24692164145101439622712	SOUTHWES 5262297159623 800-435-9792 TX NARENDRAN NIRMALA/KE 05-30-24 BUR WN W SLC WN W SMF WN W BUR	642.96

Department: 00000 Total: \$31,095.33

Division: 00000 Total: \$31,095.33

# Coversheet

## Approve the RFP Bid Award for Public Address (PA) System

<b>Section:</b>	II. Consent
<b>Item:</b>	H. Approve the RFP Bid Award for Public Address (PA) System
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II. H_RFP_Bid_Award_-_Public_Address__PA__System.pdf



5440 Valley Circle Blvd.  
Woodland Hills CA 91367

*Home of Academic, Athletic,  
& Artistic Excellence*

Executive Director: David Hussey

Board President: Brad Wright

#### Public Address (PA) System Bid Results

Vendor	Hardware	Installation/labor
GST	\$274,935.48	-
STS	\$259,356.34	\$279,834
ConvergeOne	<b>\$247,147.40</b>	\$767,557
WGY Solutions	-	<b>\$188,850</b>

- 2023-2024 Approved Budget Amount: \$500,000
- ECR will be recommending two separate bid awards:
  - Hardware – ConvergeOne
  - Installat on/Labor – WGY Solut ons



---

El Camino Real Charter High School

Tel: 818-595-7500

| Fax: 818-595-7501

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

# Coversheet

## Approve the RFP Bid Award for Campus Security Services RFP

<b>Section:</b>	II. Consent
<b>Item:</b>	I. Approve the RFP Bid Award for Campus Security Services RFP
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II_I_RFP_Bid_Award_-_Campus_Security_Services.pdf



5440 Valley Circle Blvd.  
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Vendor	Hourly Rate CSO	8 HR Shift	Hourly Rate Supervisor	8 HR Shift	Daily Total 9/1
Innovative Protection	YR 1 - \$30.50	YR 1 - \$244.00	YR 1 - \$35.50	YR 1 - \$284.00	YR 1 - \$2,480.00
	YR 2 - \$31.00	YR 2 - \$248.00	YR 2 - \$36.00	YR 2 - \$288.00	YR 2 - \$2,520.00
	YR 3 - \$31.50	YR 3 - \$252.00	YR 3 - \$36.50	YR 3 - \$292.00	YR 3 - \$2,560.00
	YR 4 - \$32.00	YR 4 - \$256.00	YR 4 - \$37.00	YR 4 - \$396.00	YR 4 - \$2,700.00
St. Moritz Security Services	\$30.00	\$240.00	\$42.00	\$336.00	\$2,496.00
Secural Security Corporation	\$38.82	\$310.56	\$49.11	\$392.88	\$3,187.92
Good Guard Security	\$31.50	\$252.00	\$33.00	\$264.00	\$2,532.00

- All Companies meet the Insurance Minimums of 5 million aggregate/1 million incident
- All Companies meet the Certification/Training requirements including BSIS, SB1626, Pre-Assignment Training, and On-Site SOP Training
- ECR will be recommending the bid to St. Moritz Security Services



El Camino Real Charter High School

Tel: 818-595-7500

| Fax: 818-595-7501

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

# Coversheet

## Approve the RFP Bid Award for Transportation Services

<b>Section:</b>	II. Consent
<b>Item:</b>	J. Approve the RFP Bid Award for Transportation Services
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II_J_RFP_Bid_Award_-_Transportation_Services__1_.pdf



**5440 Valley Circle Blvd.  
Woodland Hills CA 91367**

*Home of Academic, Athletic,  
& Artistic Excellence*

**Executive Director: David Hussey**

**Board President: Brad Wright**

<b>Vendor</b>	<b>Large School Bus (Approx. 50 Students) per Hour</b>	<b>Minimum Hourly Per Trip – Additional Hourly Rate</b>	<b>Total</b>
American Transportation	\$159	6 Hours + \$159 excess per hour	\$954
Santa Barbara Transportation	\$105	5 Hours + \$105 excess per hour	\$780
*Zum Transportation Services	\$120	5 Hours + \$120 excess per hour	\$600

- **Zum – Requested to be a secondary option for transportation services that cannot be provided by the preferred partner**
- **ECR will be recommending the bid to Santa Barbara Transportation**



**El Camino Real Charter High School**

**Tel: 818-595-7500**

**| Fax: 818-595-7501**

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

# Coversheet

## Approve the Sage Contract for Intervention Support

<b>Section:</b>	II. Consent
<b>Item:</b>	K. Approve the Sage Contract for Intervention Support
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II._K_-_2024-2025_Contract_for_Intervention_Services__Sage_.pdf

## CONSULTANT AGREEMENT

### INTRODUCTION

This Services Agreement (the "Agreement") is made between **El Camino Real Charter High School** and **Sage SoCal, Inc.**

### AGREEMENT

School and Consultant agree as follows:

1. Term. The term of this Agreement begins on 8/12/2024 and continues through 6//6/2025 unless terminated as set forth below.
2. Scope of Representation. Consultant shall furnish services including on-site school based counseling as requested by District and included in Addendum A. Consultant shall also take reasonable steps to keep District informed of significant developments in those matters and to respond to District's inquiries.
3. Limit of Authorization.  
This agreement constitutes an authorization to perform services on behalf of District for the amount not to exceed \$190,000. Consultant is not authorized to proceed with work that will result in payments in excess of this amount without expressed written approval by the District.
4. Billing and Payments. Monthly billings will be given to the District by Consultant prior to the start of each month. First payment of \$19,000 is due 9/1/24 and last payment of \$19,000 is due 6/1/25. District will submit payment to Consultant within 15 business days of receiving the invoice.
5. Direction and Control. Consultant work under this Agreement shall be directed and controlled solely by District's Authorized Representative, who shall be designated in writing.
6. Termination. This Agreement may be terminated by District or Consultant on reasonable grounds at any time. Upon termination, Consultant shall transfer to District or to its new Service Provider all files, written material, and any documents relating to the Plan except whatever work product is the exclusive property of Consultant such as client files, internal communications among Consultant and staff of a non substantive nature. Consultant will be available to consult with District or its new Consultant about the Plan in accordance with the terms of this Agreement for a reasonable time following any termination of this Agreement.
7. Consultant's Employees. No employee of Consultant shall by virtue of this Agreement acquire any rights or status in District services. Consultant shall be solely responsible for payment of Consultant's employees, including all fringe benefits. Consultant warrants and guarantees that all employees assigned by Consultant to work with the District under this Agreement shall hold all appropriate licenses and credentials

which shall be in good standing. Consultant shall indemnify and hold and save District harmless from any and all claims by any person claiming employment status with the District based upon work performed under this Agreement.

8. Student Privacy. Consultant is familiar with, and agrees to abide by, all applicable federal, state, and local rules and regulations, governing student data and privacy, including but not limited to federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), and Chapter 6.5 of Part 27 of Division 4 of Title 2 of the Education Code (commencing with section 49060.)
  - a. Consultant will provide training, as applicable, to employees responsible for implementing the terms of this Agreement to ensure the security and confidentiality of pupil records.
  - b. Consultant will maintain all pupil records in a secure environment and not copy or reproduce such records except as necessary to fulfill its obligations under this Agreement.
  - c. To ensure the security and confidentiality of pupil records, access to data and systems is restricted to authorized employees of Consultant.
  - d. All student data, which qualifies as a student record, is the property of and under the control of the District.
  - e. The use of any information by Consultant in the pupil record for any purpose other than those required or specifically permitted by this Agreement is prohibited.
  - f. In the event of any unauthorized disclosure of the pupil's records by Consultant, Consultant must immediately notify the District of the nature, scope and severity of the unauthorized disclosure.
  - g. Consultant certifies that pupil records will not be retained by Consultant, or to any third party, upon the completion of the terms of this Agreement. Consultant will destroy all personally identifiable data obtained under this Agreement when it is no longer needed for the purpose for which it was obtained, or transfer such data to the District or District's designee, according to a schedule and procedure provided by the District.
  - h. Consultant is prohibited from using personally identifiable information in pupil records to engage in targeted advertising.
9. Entire Agreement, Modification. This Agreement contains the entire agreement between Consultant and District relating to the scope of services described above and in Addendum A. The Agreement may be modified or amended only by a written modification to this Agreement executed by Consultant and by District upon agreement of both parties.
10. Compliance With Discrimination Laws. Consultant will comply with Title VII of the Civil Right Act of 1964 and that no person shall, on the grounds of race, creed, color, disability, sex, national origin, sexual orientation, age, religion, Vietnam era veteran's status, political affiliation, or any other non-merit factors, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Agreement.

11. Conflicting Positions. No officer, member, or employee of District and no member of its governing bodies shall have any pecuniary interest, direct or indirect, in this Agreement or in any amounts paid under this Agreement. No principal of Consultant or any of Consultant's employees shall serve on a School board, committee or other position which by rule, practice or action nominates or recommends Consultant to represent District, supervises such Consultant's representation of District, or authorizes funding to District's Consultant.
12. Indemnity. Consultant shall indemnify and hold and save District harmless from any and all claims arising from Consultant's negligent performance under this Agreement, including but not limited to third-party claims for injury to persons or property damage, to the extent of Consultant's negligence or intentional failure to perform such services in accordance with the standard of care applicable to Consultant. District shall have the right to counsel of its choice
13. General Liability Insurance. During the term of this Agreement, Consultant shall maintain comprehensive general liability coverage with aggregate limits in an amount not less than \$2 million, and automobile coverage with combined single limits in an amount not less than \$1 million. Consultant's coverage shall be primary to any insurance maintained by District. Unless the policy is simultaneously replaced with a new policy providing the same coverage, Consultant shall immediately forward to District any notice of the cancellation or non-renewal of any such coverages, or any other policy changes that materially affect coverage.
14. Workers' Compensation Insurance. During the term of this Agreement, Consultant also shall maintain workers' compensation insurance. At District's request, Consultant shall provide District a certificate evidencing this insurance. Consultant's workers' compensation insurance shall be primary to any insurance maintained by District. Unless the policy is simultaneously replaced with a new policy providing the same coverage, Consultant shall immediately forward to School any notice of the cancellation or non-renewal of Consultant's workers' compensation coverage, or any other policy changes that materially affect such coverage.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the dates set forth below.

**El Camino Real Charter High School**

By \_\_\_\_\_

Dated:

**Sage SoCal, Inc.**



By

Dated: 6/13/2024

Elizabeth Schoeben, Executive Director



## **Addendum A**

### **Point of Contact**

The Sage Therapist will be the main point of contact for day to day operations. The Therapists are overseen by Kathi Colli. All contract, payment, and non service related questions, or should an issue remain unresolved, should be directed at Kathi Colli at [kathicolli@sagesocal.org](mailto:kathicolli@sagesocal.org).

### **Scope of Work**

Sage therapists are registered with the Board of Behavioral Sciences, which includes a LiveScan background check, and maintain ethical boundaries per the California Association of Marriage and Family Therapists and are therefore subject to all mandated reporting laws. Therapists can not provide services to students, families, or staff who may pose a conflict of interest. Students who can not be seen due to caseload or boundary constraints will be provided referrals to community providers.

Sage Therapists will provide the following suite of services as requested by the District. Services will be provided within the therapist's regularly scheduled day of work.

- For Students
  - Proactive Mental Health Education
  - Ongoing Counseling - Individual, Family, and Group
  - Crisis Intervention and Treatment
  - Referral to community partner for treatment, if required or requested
- For Staff
  - Staff Consultation
  - Staff Training
- For Parents & Community
  - Parent Consultation
  - Parent Workshops

Sage therapists receive weekly one hour of onsite individual clinical supervision/consultation. In addition, therapists attend two hours of virtual group training provided by Sage. Ongoing supervision and training is mandatory for all staff in order to maintain their credentials. A schedule of these meetings will be provided to the school staff.

### **Office Space and Work Amenities**

ECR will provide Sage Therapist with a designated private office space that will remain the same for the school year barring any unforeseen circumstances. Office space will include a locking file cabinet, private phone, a computer, and a printer. IT support will be provided as necessary.

# Coversheet

## Approve the 2024-2025 CDE Consolidated Application for Funding

<b>Section:</b>	II. Consent
<b>Item:</b>	L. Approve the 2024-2025 CDE Consolidated Application for Funding
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II._L-_2024-2025_Consolidated_Application_Part_1.pdf II._L-_2023-2024_Consolidated_Application_Part_2.pdf

**California Department of Education****Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Certified  
 Saved by: Fernando Delgado  
 Date: 6/14/2024 2:00 PM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

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

Authorized Representative's Full Name	Gregory Wood
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	06/27/2024

**\*\*\*Warning\*\*\***

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Report Date:6/14/2024

R02

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El Camino Real Charter High (19 64733 1932623)

Status: Certified  
 Saved by: Fernando Delgado  
 Date: 6/14/2024 2:00 PM

## 2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

### CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	David Hussey
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/10/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

### \*\*\*Warning\*\*\*

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**2024–25 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/22/2023
Authorized Representative's Full Name	Gregory Wood
Authorized Representative's Title	Chief Business Officer

**\*\*\*Warning\*\*\***

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**California Department of Education****Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Certified  
Saved by: Fernando Delgado  
Date: 6/14/2024 2:01 PM**2024–25 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

**Application for Categorical Programs**

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

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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Report Date:6/14/2024

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El Camino Real Charter High (19 64733 1932623)

Status: Certified  
Saved by: Fernando Delgado  
Date: 6/14/2024 2:01 PM**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	None known,

**\*\*\*Warning\*\*\***

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Report Date:6/14/2024

R02

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**California Department of Education****Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Certified  
Saved by: Fernando Delgado  
Date: 6/14/2024 2:01 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$67,068
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$67,068

**Professional Development Expenditures**

Professional development for teachers	\$67,068
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$67,068
2023–24 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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Report Date:6/14/2024

R02

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Melissa
Homeless liaison last name	Harr
Homeless liaison title	Unhoused & Foster Youth Liaison
Homeless liaison email address (Format: abc@xyz.zyx)	m.harr@ecrchs.net
Homeless liaison telephone number (Format: 999-999-9999)	818-595-7500
Homeless liaison telephone extension	3031
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.00

### Homeless Liaison Training Information

#### \*\*\*Warning\*\*\*

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El Camino Real Charter High (19 64733 1932623)

Status: Certified  
Saved by: Fernando Delgado  
Date: 6/14/2024 2:01 PM**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	12/16/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$361,207
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$1

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Report Date:6/14/2024

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El Camino Real Charter High (19 64733 1932623)

Status: Certified  
 Saved by: Fernando Delgado  
 Date: 6/14/2024 2:01 PM

## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$6,000
Homeless services provided  (Maximum 500 characters)	<p>For the 17 Students identified as Unhoused in the 2023-2024 School Year; Students have regular meetings with the Homeless Liaison.</p> <p>Free access to School Supplies, transportation and food also provided. Free Access to Student Events (Prom, Grad Night) made available.</p> <p>Counseling and Psychological Social Worker services provided on a regular basis.</p>
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

### \*\*\*Warning\*\*\*

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Report Date:6/14/2024

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# Coversheet

## Approve the Marketing Budget Proposal

<b>Section:</b>	II. Consent
<b>Item:</b>	M. Approve the Marketing Budget Proposal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II_M_Marketing Budget 2024-2025 Final.pdf



# Marketing Budget

2024-2025

# Goals



**Increase  
Brand  
Awareness &  
Brand  
Recognition**



**Increase  
ECR's Social  
Media  
Presence**



**Increase  
Enrollment**



# Months Analyzed

June 2023 – June 2024



# ECR's Social Media Growth

Instagram:

- 238% increase in Reach
- 204% increase in Engagement
- 1400 increase in New Followers
- 68% increase in Profile Visits

Facebook:

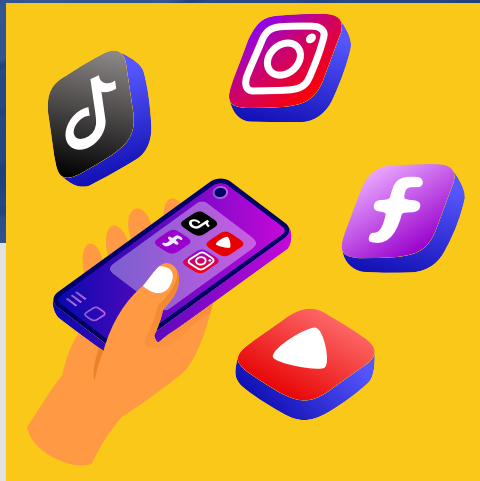
- 1000% increase in Reach
- 115% increase in Content Interaction
- 168% increase in Profile Visits
- 80% increase in New Followers

X/Twitter:

- 19% Increase in Engagement
- Tweets received 67,000 views

# Key Investments

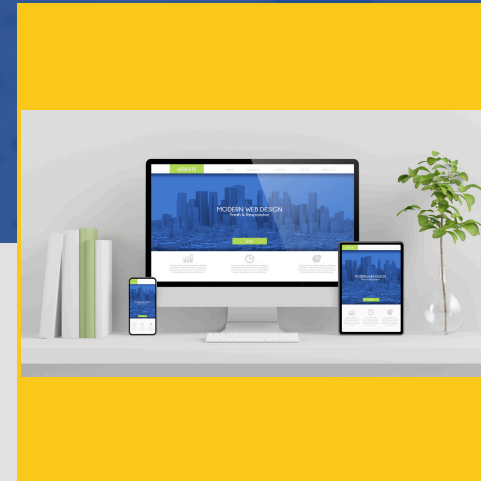
Made For



**Social  
Media ADs**



**Google ADS**



**Website**



**Branding/  
Advertising via  
Partners**



## ECR's Social Media Ads

Paid Advertisements:

Instagram:

- \$1000 = 50,000 – 140,000 Potential Reach

Facebook:

- \$1000 = 50,000 – 140,000 Potential Reach

X/Twitter:

- \$1000 = 200,000 – 235,000 Potential Reach

Dollars = People reached within a 10-mile radius of ECR

3 platforms = Total Annual spend of \$20,000  
+ (\$16,000 if needed) = \$36,000



## ECR's Paid Social

Paid Social Performance:

10-Mile Radius Around ECR

- 1,808,000 Impressions (# of times ads were displayed by Instagram & Facebook)
- 280,737 Accounts Reached
- 14,604 Clicked Call to Action



# AD Spend Tracking



Key Performance Indicators:

- Reach/Impressions
- Engagements
- Link Clicks



# Google Ads

Google Ads pricing changes daily

Pricing factors include:

- Keyword Pricing
- Cost-Per-Click
- AD Placement
- and more

Budget for Google Ads:

\$15,000 + (\$5,000 if needed)



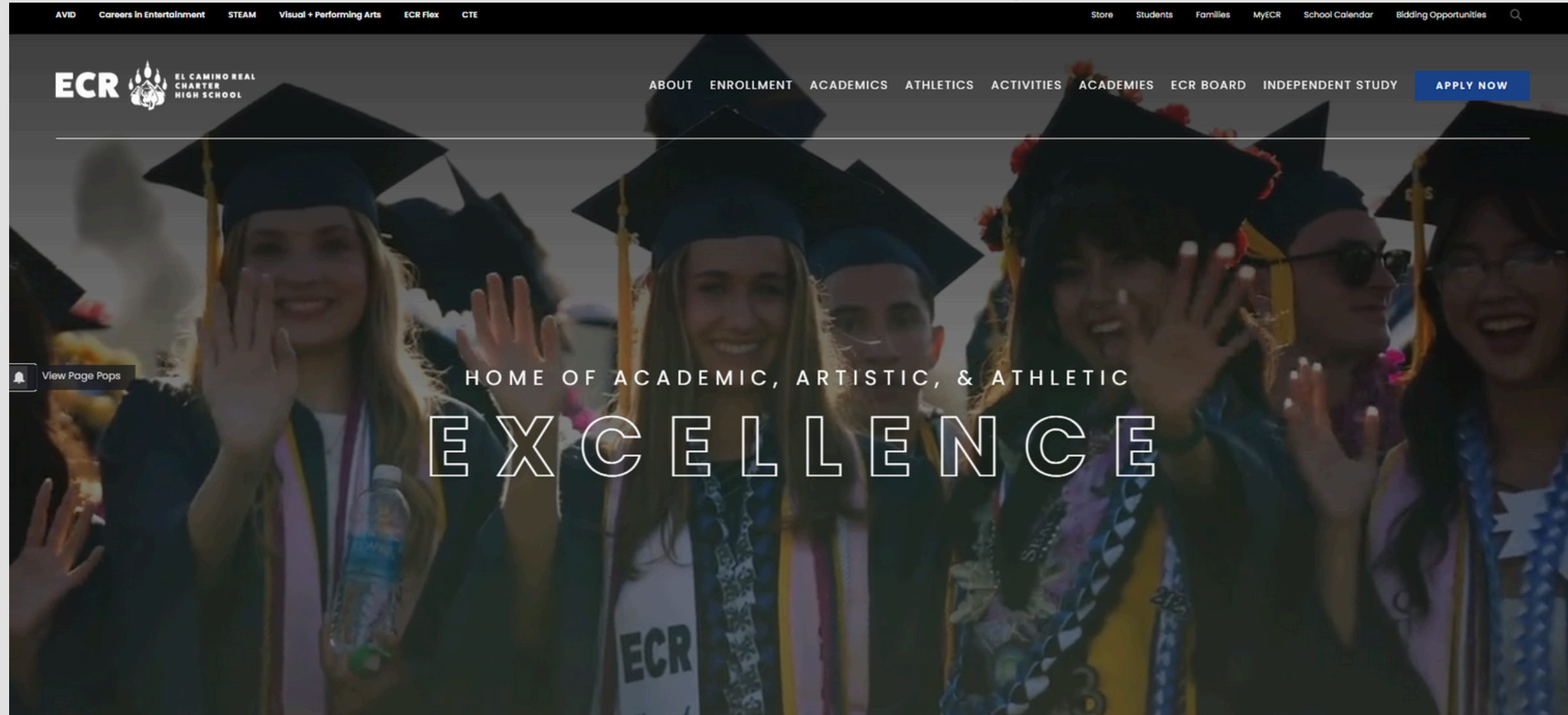
# Google Ad Performance

Google Ads Performance on Average:  
\$2-4 Cost Per Click (CPC)  
3-5% Click Through Rate (CTR)

ECR's Google Ad Performance:  
\$.43 Cost Per Click (CPC)  
15% Click Through Rate (CTR)

# Website

Total Website Budget: \$15,850



Annual Hosting Fee: \$9,000

Communications System: \$6,850

Audits + Webdesign + UX Improvements (\$5,000 if needed)

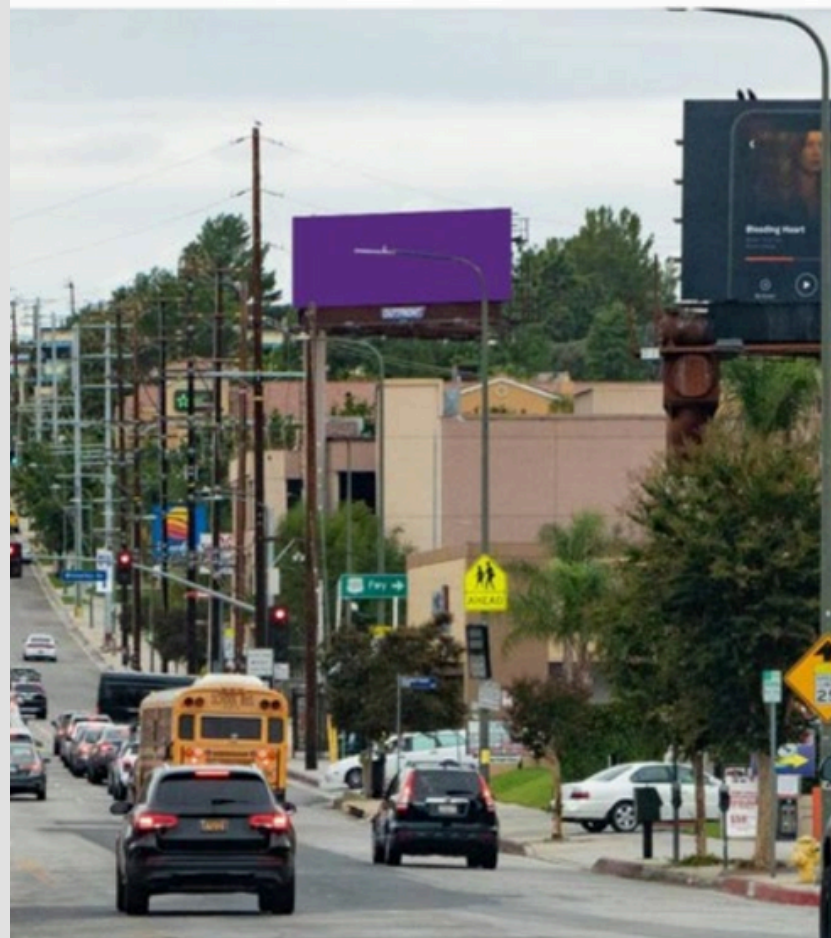
# ECR's Advertising/Branding via Partners



# Outfront Media

Billboard:  
**Located by Taft HS**  
**12-week campaign =**  
**\$20,720**

# 9-B ADDRESS Ventura Blvd N/L W/O Winnetka% F/E



Billboard:  
**Sherman Way & Topanga (Cheapest)**  
**12-week campaign =**  
**\$16,445**

geles BOARD # 381-B ADDRESS Sherman Way S/



Bus Advertisement:  
**Cheapest option:**  
**30 busses, 8-week**  
**campaign = \$37,260**



# Mailer Campaigns

3 Mailer Campaigns \$3,000 per campaign


- 2 Enrollment Mailers
- Open House Mailer
- Target by Zip Code, Households with students ages 12-15, and other demographics









The mailer design features a blue background with a large, stylized white silhouette of a person's head in profile. The layout is divided into several sections:

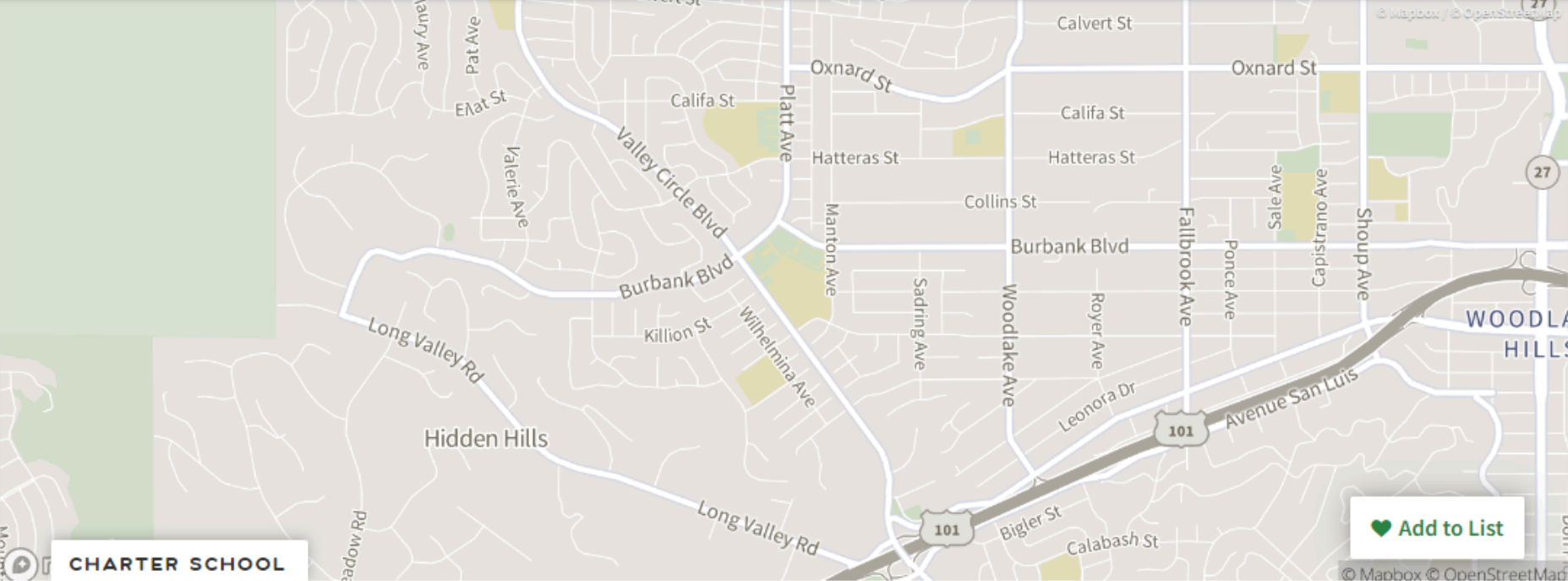
- Top Left:** The El Camino Real Charter High School logo is at the top. Below it, the text "OPEN HOUSE" is written in large, bold, white and yellow letters. Underneath, the date and time "APRIL 16, 2024 6:00PM - 8:00PM" are listed. The location "5440 Valley Circle Blvd. Woodland Hills, California 91367" is provided. At the bottom of this section, it says "YOU ARE INVITED!" in bold white and yellow letters.
- Top Center:** A large photo of students in blue and yellow "ROYALS" jerseys cheering with their arms raised. Overlaid on this photo is the text "ONE SCHOOL. ONE LEGACY." in bold white and yellow letters. Below the photo, the text "EL CAMINO REAL CHARTER HIGH SCHOOL" is written in bold white letters.
- Top Right:** A photo of a group of students sitting together, smiling. Below this is a photo of students on a stage, with one student holding a trophy. To the right of these photos is a section titled "WHY ECR?" in bold white and yellow letters. Below this title are four sub-sections, each with an icon and text:
  - ACADEMIC EXCELLENCE:** With a legacy of 10 National Academic Decathlon Championships & 14 State Championships, we hold the distinction of being the most decorated school in the United States.
  - ARTISITC EXCELLENCE:** Our award-winning arts programs offer a diverse range of options including visual arts, music, theater, dance, and more. Our programs provide students with the opportunity to explore, express, and excel in their artistic passions.
  - ATHLETIC EXCELLENCE:** Our prestigious athletics programs boast an impressive legacy of success, with over 120 championships, we are the 2nd most decorated school in the Los Angeles area.
  - SCHOOL MODERNIZATION:** Experience the future of education with our ongoing modernization efforts at our school. Join us on this exciting journey as we redefine the educational experience through modernization and innovation.
- Bottom Center:** A QR code is displayed, with the text "INTERESTED IN ENROLLING AT ECR? SCAN THE QR CODE FOR MORE INFORMATION OR CALL (818) 595-7500" above it. Below the QR code, it says "VISIT OUR WEBSITE ECRCHS.NET" and "FOLLOW US @ECRCHS ON ALL SOCIAL MEDIA PLATFORMS".
- Bottom Right:** A photo of a modern school interior with long tables and chairs. Below this photo, the text "JOIN US FOR OPEN HOUSE AND DISCOVER IF ECR IS THE PERFECT FIT FOR YOUR FAMILY!" is written in bold white and yellow letters.




NICHE 

Find a school or district ...  In Los Angeles Area   


School Search School Rankings Schools Near You ...  Write a Review 



**CHARTER SCHOOL**

**El Camino Real Charter High School** 

#13 in Best Charter High Schools in Los Angeles Area

 Overall Grade • Public, Charter • 9-12 • WOODLAND HILLS, CA • ★★★★★ 677 reviews

# ECR's Niche Profile

- Not a Niche Partner
- 3,723 Page Views in 2022
- 117 Page Clicks
- No Action Buttons
- No Lead Generation
- Limited Information
- Reliant on Organic Search



CHARTER SCHOOL

# El Camino Real Charter High School ✓

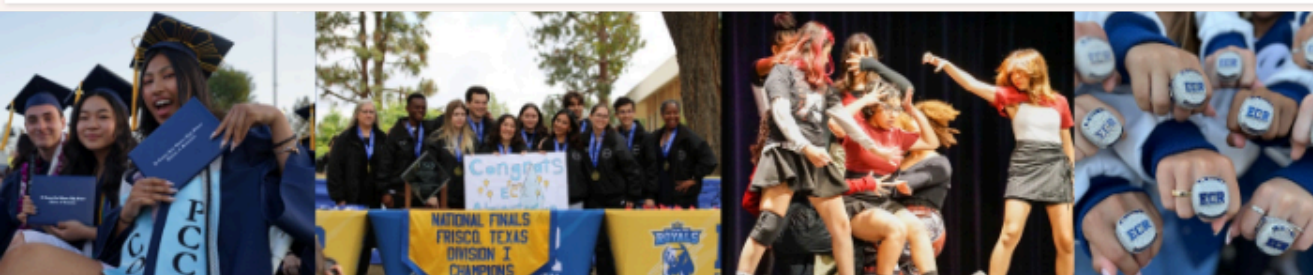
#14 in Best Charter High Schools in Los Angeles Area

A Overall Grade • Public, Charter • 9-12 • WOODLAND HILLS, CA • ★★★★★☆ 747 reviews

View all photos

Add to list

Apply Now



From El Camino Real Charter High School

El Camino Real High School opened on February 3, 1969, in Woodland Hills.

In 2009, El Camino was named a California Distinguished School by the California Department of Education.

In 2011, El Camino became a Charter School and is home to approximately 3600 students.

Winning a record 9 National Decathlon Championships, over 120 CIF Athletic

About Us >

Why ECR? >

Enrollment FAQs >

Follow us on Social Media >



## ECR's Niche Profile

- Niche Partner
- 6,496 Views to date
- 675 Page Clicks to date
- Action Buttons
- Lead Generation
- 477% Growth in Engagement
- 75% Growth in Awareness
- 212,000 Impressions
- Investment amount = \$17,000

### Next Package

- Investment amount = \$27,000
- 2x more Impressions, Ads, & Engagement

# Other Potential Partners

## AmGraph:

**ECR's Current Spend: \$3,000 Annual Permit Renewal**

**+  
\$13,500 for banner targeting in different locations**



## Figdes/TouchGraphix:

- **Windscreens**
- **Branding efforts for Shoup Campus**
- **Marketing Materials for ECR**
- **Birmingham spends about \$400,000 annually on Branding Efforts through Figdesign**



# Summary



## Marketing Budget Breakdown

\$50,850

- \$20,000 Digital Social Media Ads
- Google Ads \$15,000
- \$15,850 Website Renewal + UX

+

Branding/Advertising Partners Spend (\$99,150) Includes:

- Niche Partnership
- Mailer Marketing Campaigns
- Light Pole Banners
- Windscreens

**Total: \$150,000 + (\$26,850 if needed)**  
**Recommended by Finance Committee**

# Coversheet

## Approve the Technology Budget Proposal

<b>Section:</b>	II. Consent
<b>Item:</b>	N. Approve the Technology Budget Proposal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II_N_2024-2025 Software Application Renewal.pdf II_N_2024-2025 Technology Budget Request Proposal.pdf

## Software License Renewal

Powered by  monday.com

### Instructional Software License

Name	Budget	2024-2025
Accelerate (ISP)	Department License	\$ 31,000.00
Adobe Creative Cloud	Department License	\$ 7,653.00
Claris for STS Database (ISP)	Department License	\$ 3,075.00
ClassPolicy	School Site License	\$ 6,000.00
CyberHigh (Alt Ed)	Department License	\$ 12,500.00
Edpuzzle	School Site License	\$ 3,360.00
Eduastic	Department License	\$ 12,120.00
GetMoreMath	Department License	\$ 20,550.00
Gimkit	School Site License	\$ 1,000.00
JSTOR	School Site License	\$ 1,560.00
Kami	School Site License	\$ 11,375.00
NoRedInk	Department License	\$ 10,450.00
Pear Deck	Department License	\$ 1,140.00
Quizziz	School Site License	\$ 9,000.00
Respondus (Lockdown Browser)	School Site License	\$ 4,200.00
Turnitin	School Site License	\$ 37,584.00
Magic School	School Site License	\$ 12,000.00
		<b>\$ 184,567.00</b>

### Administrative Software License

Name	Budget	2024-2025
Adobe Sign	School Site License	\$ 2,400.00
Aeries	School Site License	\$ 26,822.82
Canvas	School Site License	\$ 34,840.00
Canvas Mastery Connect	School Site License	\$ 8,220.00
Naviance	School Site License	\$ 31,903.03
Netsuite	Department License	\$ 40,000.00
Parchment	School Site License	\$ 14,355.00
Vector Solutions (Teacher Evaluation)	School Site License	\$ 8,096.70
Lastpass	Department License	\$ 869.00
MailChimp	School Site License	\$ 3,600.00
		<b>\$ 171,106.55</b>

### Technology Software License

Name	Budget	2024-2025
AWS	School Site License	\$ 30,000.00
Fortinet Firewall License	School Site License	\$ 60,000.00
Knack (Device Collection)	Department License	\$ 590.00
Lightspeed (Content Filter)	School Site License	\$ 16,362.50
Microsoft	School Site License	\$ 22,094.76
Monday (Project Management Tool)	Department License	\$ 307.20
Nylas	Department License	\$ 5,991.56
Powtoon	Department License	\$ 370.00
Splashtop	Department License	\$ 1,596.00
Clearpass	Department License	\$ 6,000.00
Veeam	Department License	\$ 2,478.94
Aruba Central	Department License	\$ 18,075.00
		<b>\$ 163,865.96</b>
	<b>Total</b>	<b>\$ 519,539.51</b>

2024-2025 Technology Budget Request

Powered by 

Instructional 1-to-1 / Computer Labs

Name	Quantity	Cost
A202 Lab	41	\$ 67,609.82
A204 Lab	41	\$ 67,609.82
	82	\$ 135,219.64

Personnel Workstations

Name	Quantity	Cost
Technology Department	8	\$ 19,536.00
Business Department	3	\$ 3,975.00
Human Resource Department	2	\$ 2,650.00
Shoup Campus	9	\$ 11,925.00
Clerical	21	\$ 34,629.42
	43	\$ 72,715.42

Network

Name	Quantity	Cost
Fortinet 901G (Main Campus)	1	\$ 9,423.30
Fortinet 201F (Shoup)	1	\$ 1,937.86
	2	\$ 11,361.16

Server

Name	Quantity	Cost
HPE MSA 2060 Storage	1	\$ 30,000.00
	1	\$ 30,000.00

Total Technology Budget Request \$ 249,296.22

# Coversheet

## Approve the Substitute Vendor Contract Renewal

<b>Section:</b>	II. Consent
<b>Item:</b>	O. Approve the Substitute Vendor Contract Renewal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	II._O_-_Substitute_Teacher_Recommendation.pdf



## EL CAMINO REAL CHARTER HIGH SCHOOL

*A California Distinguished School*

5440 Valley Circle Boulevard  
Woodland Hills, California 91367  
818.595.7500 TEL; 818.595.7501 FAX

www.ecrchs.net

BRAD WRIGHT  
*Board Chair*

DAVID HUSSEY  
*Executive Director*

### **Executive Summary** **Substitute Vendor Renewal 24-25**

We primarily use Scoot for our substitute staffing needs. Scoot will continue to use the existing rates for the upcoming 24-25 school year. Scoot informed us that they will forgo the standard 3-5% Consumer Price Index (CPI) price adjustment for the following reasons:

- Ending of the Elementary and Secondary School Emergency Relief (ESSER) Fund
- Increasing school operating costs
- Budget uncertainty

Additionally, one of Scoot's major initiatives during the 23-24 school year was the launch of multiple micro-credential learning pathways, designed specifically for substitute teachers and paraprofessionals. Scoot is offering this paid training to all educators who are assigned to long-term positions and substitute bubbles. There is no additional cost to ECRCHS.

While The Education Team (TET) rates are slightly lower than Scoot for Teaching Assistants, 30-Day Substitutes, and CA Cred Teachers, we have encountered the following challenges with TET:

- TET is unable to fill day of or generally week of assignments
- TET cannot fill all requested assignments
- TET doesn't backfill when their subs call out

The rates for Teacher on Reserve (TOR) and Kelly Services are higher than Scoot.

After reviewing the information provided by Scoot, TET, TOR and Kelly Services, we should continue to utilize Scoot as our primary substitute vendor. We may reach out to TET if needed.

*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.*

### SUBSTITUTE VENDOR RATES COMPARISON 24-25

SCOOT (Daily)		
Long-Term (15+ days)		
Teaching Assistant	Teacher (ER 30-day sub permit or CA Cred)	Special Ed. (Cred)
\$329.00	\$362.00	\$452.00
Short-Term (Less than 15 days)		
Teaching Assistant	Teacher (ER 30-day sub permit or CA Cred)	Special Ed. (Cred)
\$299.00	\$329.00	\$411.00

THE EDUCATION TEAM (Hourly)				
Teaching Assistant	30-Day Sub Permit	Multi-Subject	Single-Subject	Special Ed. (Cred)
\$35.95	\$40.95	\$42.95	\$44.40	\$63.95

Long-term assignments over one week (5 days) in duration involving lesson planning or grading will incur a \$25 per day surcharge on each day commencing with day six. Prices include all payroll taxes, WC costs, benefits costs, liability insurance costs, including gen., prof., empl. Practices, and sexual misconduct liability), recruitment costs, and HR/Admin. Costs. No addl. Fees or taxes.

TEACHERS ON RESERVE (Hourly - 4 hours min)				
Day-to-Day (Less than 10 days)				
CA Cred Teacher	Non-Cred Teacher	Special Ed. (Non-Cred)	CA Cred. w/ Special Ed. Exp	Special Ed. (Cred)
\$60.54	\$54.32	\$56.01	\$67.23	\$83.68
Long-Term (10+ days)				
CA Cred Teacher	Non-Cred Teacher	Special Ed. (Non-Cred)	CA Cred. w/ Special Ed. Exp	Special Ed. (Cred)
\$64.54	\$58.32	\$60.01	\$71.23	\$87.68

KELLY SERVICES (Hourly)		
Substitute Teachers	Substitute Trachers (Long Term 11+ days)	Teacher Aides
\$48.78	\$58.52	\$29.03

**Comment re Special Ed. Rates:** Some of our other partnerships like to set rates based on education level and certification level. Additionally, SPED positions are set at different pay rates at times as well. Our agreements are based on the pay rates our school partner sets. We try to recommend increased rates if we are not competitive. We want to respect your budgets at all costs.



**TERMS OF SERVICE ADDENDUM**

The following terms of service and exhibits are incorporated and made part of the Agreement between Scoot and Customer for assignments scheduled on or after July 1, 2024. You will be regarded as having accepted into this addendum when any of the following occur:

- (a) by confirming acceptance of this Agreement in writing; or
- (b) by requesting us to supply Substitutes after receiving this document; or
- (c) by paying one of our invoices for the provision of Substitutes after receiving this document.

**GENERAL CLAUSES**

**1. DEFINITIONS**

<b>ParaPro Staffing</b>	ParaPro staffing is available to Customers that require bespoke paraprofessional staffing of five (5) or more paraprofessionals, priced at an hourly rate. ParaPros have been specifically recruited to fill paraprofessional vacancies and have access to Scoot's paraprofessional customized training.
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**2. WORKERS' COMPENSATION AND LIABILITY INSURANCE**

Scoot will, at its own expense, provide and keep in full force and effect during the term of Agreement with Customer the following kinds and minimum amounts of insurance:

**1.1 Workers' Compensation**

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

**1.2 Commercial General Liability**

Commercial general liability insurance with a \$2,000,000 combined single limit per occurrence / \$4,000,000 aggregate and includes contractual liability and personal injury coverage;

**1.3 Automobile Liability**

Hired and non-owned auto liability insurance with a \$1,000,000 combined single limit per occurrence;

**1.4 Umbrella Insurance**

Umbrella policy of \$2,000,000 providing excess limits over the primary policies described above;

**1.5 Abusive Acts Coverage**

Abusive Acts liability insurance with a \$1,000,000 combined single limit per occurrence / \$1,000,000 aggregate.

Scoot will provide Customer with a certificate of this insurance coverage upon request.

**EXHIBIT A**  
**FEES FOR SUBSTITUTES**

The pricing in Exhibit A is confidential and proprietary. Customer agrees not to disclose the contents of Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Substitutes will be assigned to the following positions and at the following rates:

School Bill Rate*	Half-day rate (4 hours or less)	Half-day long-term rate (4 hours or less)#	Short-term day rate (up to 8.5 hours/day)	Long-term day rate (up to 8.5 hours/day)#
Teaching Assistant & Paraprofessional	\$201	\$221	\$299	\$329
ParaPro Staffing	<i>Contact Scoot for bespoke hourly ParaPro staffing when requiring five or more paraprofessionals.</i>			
Teacher (emergency 30-day substitute permit or California credential)	\$221	\$243	\$329	\$362
TeachStart Fellow	N/A	N/A	\$362	\$362
Special Education Credential in SpEd role	\$276	\$303	\$411	\$452

\* Because Scoot Substitutes are non-exempt hourly employees, additional charges over and above the standard School Bill Rate will apply in the event that a Substitute is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Teaching Assistant is charged at  $\$299/8.5 \times 1.5$  per hour). Substitutes are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate a Substitute staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Scoot Substitutes are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

# A Substitute will be considered in long-term status if the same substitute has been scheduled at a Customer school for an assignment that is for more than 15 consecutive work days or an assignment has extended beyond 15 consecutive work days (half-days and full-days are counted the same) in the same academic year.

**TERMS FOR TEMP-TO-PERM**

Customer understands and agrees that Scoot employees are assigned to Customer to render temporary services and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its employees. Customer agrees it will not, without prior written consent from Scoot, hire a Scoot employee, interfere with the employment relationship between Scoot and its employees, or directly or indirectly cause a Scoot employee to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires a Scoot employee as an employee or consultant in any position, or utilizes the person's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers a Scoot employee to any other employer and the employee becomes employed by that employer: (i) at any time from the date such employee is introduced to or placed with Customer by Scoot until six (6) months thereafter or (ii) within six (6) months after termination of employee's temporary assignment through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as outlined in Exhibit A.

**FEES FOR TEMP-TO-PERM**

Scoot pricing for temp-to-perm placements is based upon the category of the Substitute, timing of hire, or number of days the Scoot employee has worked at the hiring school during a single school year:

TEMP TO PERM FEES FOR TEACHING ASSISTANTS AND TEACHERS (NON TEACHSTART FELLOWS)	
Days worked in school year	Fee^
1 - 90 days worked	10% of AGS to a minimum of \$5,000
91 - 180 days worked	5% of AGS to a minimum of \$2,500
180+ days worked	\$1,000

^Fee is based upon the total, annualized gross salary (AGS), including any additional allowances or benefits that can be monetized listed on contract between Customer and Scoot employee.

TEMP TO PERM FEES FOR TEACHSTART FELLOWS	
Hire date	Fee
September 1 to March 1	\$10,000
March 2 to May 31	\$5,250
June 1 to August 31	\$1,000

**PAYMENT FOR SERVICES**

Scoot shall invoice Customer on a weekly basis which invoice is to be paid within thirty (30) days of receipt. The rate of charge is set forth in this Exhibit A. **If you have any issue with an invoice, you agree to raise it specifically before the due date and to timely pay that portion of the invoice which is not questioned. Any charge indicated on any invoice not challenged by you within 30 days of your receipt of said invoice shall be deemed presumptively valid.** Late charges will be imposed on any unpaid fees at the rate of eighteen (18%) per annum or the maximum amount allowable by applicable law, whichever is less.

**COLLECTION COSTS**

If we are required to use a collection agency or debt collector to collect money owed by Customer under the terms of this Agreement, Customer agrees to pay the reasonable costs of collection charged by such collection agency or debt collector and such costs may be added to the debt. These costs include but are not limited to any collection agency fees, reasonable attorneys’ fees incurred by the collection agency, applicable interest or any other related cost (together, “Collection Costs”).

### DISCOUNTS FOR SUBSTITUTE BUBBLES

A discount will be applied to any Substitute assigned to a Substitute Bubble with Customer. Discounts are calculated based on size of bubble committed to by Customer and length of commitment according to the below table:

		Number of Substitutes in bubble						
		1-10	11-20	21-30	31-50	51-75	76-99	100+
Bubble length (days)	1 month	0%	2%	3%	4%	5%	6%	7%
	3 months	3%	4%	5%	6%	7%	8%	9%
	School year	6%	7%	8%	9%	10%	11%	12%

The following terms apply to a Substitute Bubble:

1. If a Substitute Bubble is larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
2. If a Substitute Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Substitutes, the originally agreed discount will be applied.
3. Customer will have the option to renew a Substitute Bubble at the end of each commitment period.
  - a. Customer shall not have the option to decrease Substitute Bubble size or length other than at the time of a renewal.
  - b. Customer can choose to increase the size or extend the length of a Substitute Bubble at the start of each month and the larger discount will be applied to future invoices.
  - c. Substitute Bubbles may be canceled ahead of the notice period should an uncontrollable event force Customer to close its school(s) for a prolonged period (e.g., closure due to a pandemic or government order).
4. The Bubble Length is the length of commitment determined in calendar days. The Bubble Length also serves as the notice period for bubble cancellation.
  - a. All Substitute Bubbles must end on the last Friday of the month in which the renewal date falls.
  - b. Substitute Bubbles are active on any instructional school day, non-student days are not included.
5. Substitute Bubbles are considered long term assignments as they are at least 15 days in length.
6. Should a Substitute who was part of a Substitute Bubble move to a long-term position with Customer (defined as a single assignment scheduled for 15 days or more), the Customer will be given the choice of backfilling that Substitute to maintain Bubble size or decreasing the size of the Bubble however that may also decrease the Substitute Bubble discount applied to future invoices.
7. TeachStart Fellows cannot be included in a Substitute Bubble.



# THE EDUCATION TEAM

Corporate Office: 3440 Wilshire Blvd, Suite 1111 • Los Angeles, CA • 90010

Orders: (855) 898-2929 • Inquiries: (213) 986-4718

## *Greater Los Angeles Price List*

**\*\*\* Effective July 1, 2023 \*\*\***

Employee Category	Minimum Qualifications	Hourly Rate
• After School Teacher	• 48 semester units in any courses OR • AA Degree in any subject	29.95
• Degree Only <small>*Teacher Assistant / Para Educator</small>	• Bachelor's Degree in any subject	35.95
• Degree & CBEST	• Bachelor's Degree or higher <i>and</i> • CBEST or CSET	38.95
• 30-Day Sub Permit	• Bachelor's Degree or higher <i>and</i> • 30-Day Substitute Teacher Permit	40.95
• Multi-Subject	• CTC issued Multiple Subject Credential	42.95
• Single-Subject Credential	• CTC issued Single Subject Credential	44.95
• Special Education Credential	• CTC issued Special Education Credential	63.95

*Long-term assignments over one week in duration involving lesson planning or grading will incur a \$25 per day surcharge on each day commencing with day six.*

NOTE: Prices include all payroll taxes, workers' compensation costs, benefits costs, liability insurance costs (including general, professional, employment practices and sexual misconduct liability), recruitment costs, and HR/administrative costs. There are no additional fees or taxes of any kind.



## Substitute Teacher RATE SHEET

### Substitute Rates for California (Per Hour)

4-hour minimum per day

	Day-to-Day	Long-Term*
<b>CA Credentialed Teacher</b> <i>B.A./B.S. Degree or higher, CA Teaching Credential or Permit (30-Day, Multiple or Single Subject)</i>	\$60.54	\$64.54
<b>Non Credentialed K-12 Teacher</b> <i>B.A./B.S. Degree or higher, K-12th Self-Contained, Single Subject Classroom or specialist</i>	\$54.32	\$58.32
<b><u>SPECIAL EDUCATION</u></b>		
<b>Non Credentialed Special Education Teacher</b> <i>B.A./B.S. Degree or higher, Experience teaching Special Education students</i>	\$56.01	\$60.01
<b>CA Credentialed Teacher w/Special Ed Experience</b> <i>B.A./B.S. Degree or higher, CA Teaching Credential or Permit (30-Day, Multiple or Single Subject) Experience teaching Special Education students</i>	\$67.23	\$71.23
<b>CA Special Education Credential</b> <i>B.A./B.S. Degree or higher, CA Special Education Credential</i>	\$83.68	\$87.68
<b><u>PRESCHOOL</u></b>		
<b>Preschool Teacher</b> <i>Required Child Development Units</i>	\$42.29	\$46.29
<b>Infant Toddler Teacher</b> <i>Infant Toddler Units plus required Child Development Units</i>	\$43.35	\$47.35
<b>Preschool Special Education Teacher</b> <i>Required Child Development Units</i>	\$43.63	\$47.63
<b>CTC Certificated Preschool Teacher</b> <i>CA Children's Development Permit</i>	\$55.20	\$59.20
<b>Preschool Teacher w/ Bachelor's Degree</b> <i>Required Child Development Units &amp; B.A./B.S</i>	\$55.20	\$59.20
<b>Preschool Director</b> <i>CTC certificated preschool site supervisor or program director</i>	\$66.79	\$70.79

\*Long-term assignments are more than 10 continuous days covering for the same teacher/grade level/subject.

Rates effective July 1, 2024 Subject to change with notification

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Teachers On Reserve 800-457-1899 [www.teachersonreserve.com](http://www.teachersonreserve.com)

1. **Types of Assignments; Pricing**

The Assigned Employees will be assigned to the following positions and at the following rates:

Position	Pay Rate	Pay Type	Markup	Bill Rate
Substitute Teachers	\$31.66	Hourly	1.540	\$ 48.76
Substitute Teachers (Long Term)	\$38.00	Hourly	1.540	\$ 58.52
Aides	\$18.85	Hourly	1.540	\$ 29.03

A signed Job Description is required for each position listed.

# Coversheet

## May 2024 Investment Update

<b>Section:</b>	III. Finance
<b>Item:</b>	A. May 2024 Investment Update
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	III._A_-_May_2024_Investments.pdf

137 of 414

# Coversheet

## Discuss and Vote on the Local Control Accountability Plan (LCAP) 2024-2025 Proposed Goals and Actions

<b>Section:</b>	V. School Business
<b>Item:</b>	A. Discuss and Vote on the Local Control Accountability Plan (LCAP) 2024-2025 Proposed Goals and Actions
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V.A_-LCAP_24-25_draft_06.14.24_1.pdf V.A_-LCAP Presentation - 23-24 updates & 24-25 highlights (updated).pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Camino Real Charter High School

CDS Code: 1932623

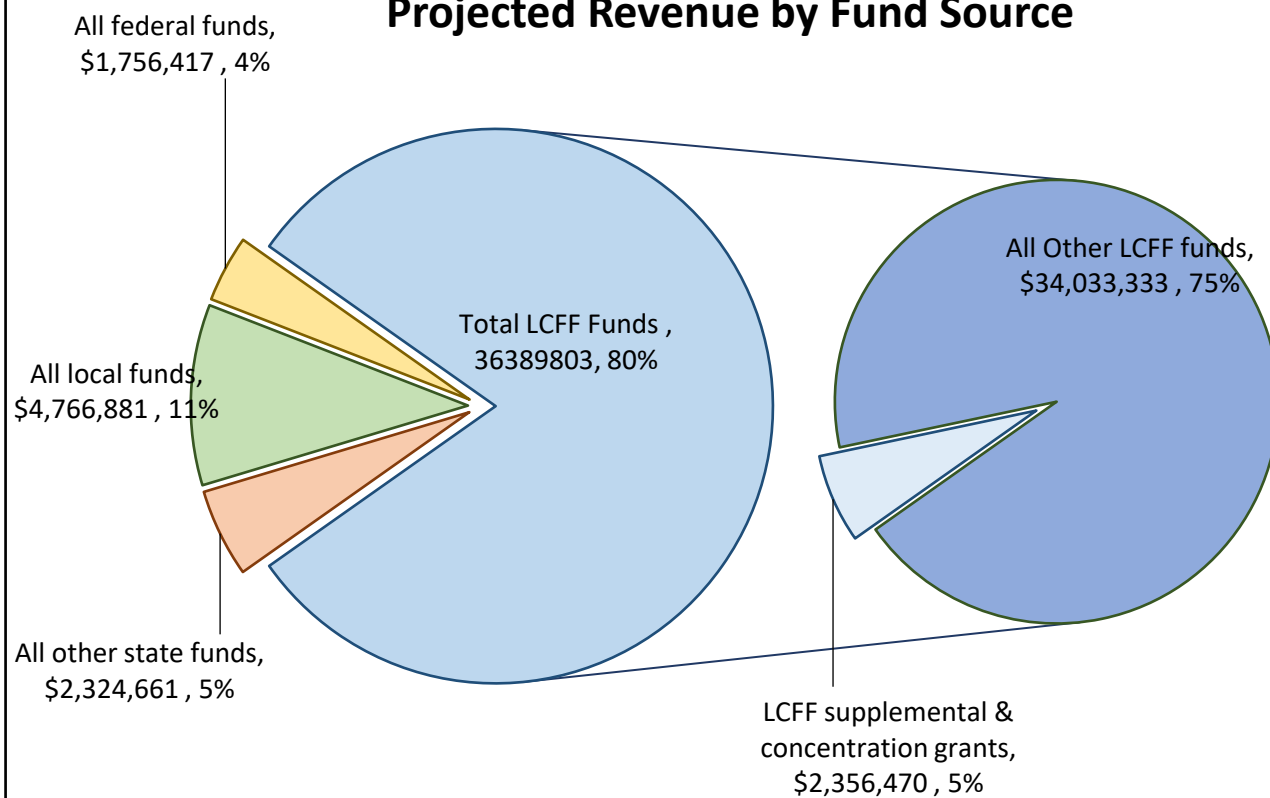
School Year: 2024-2025

LEA contact information: Gregory Wood, Chief Business Officer

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-2025 School Year

### Projected Revenue by Fund Source

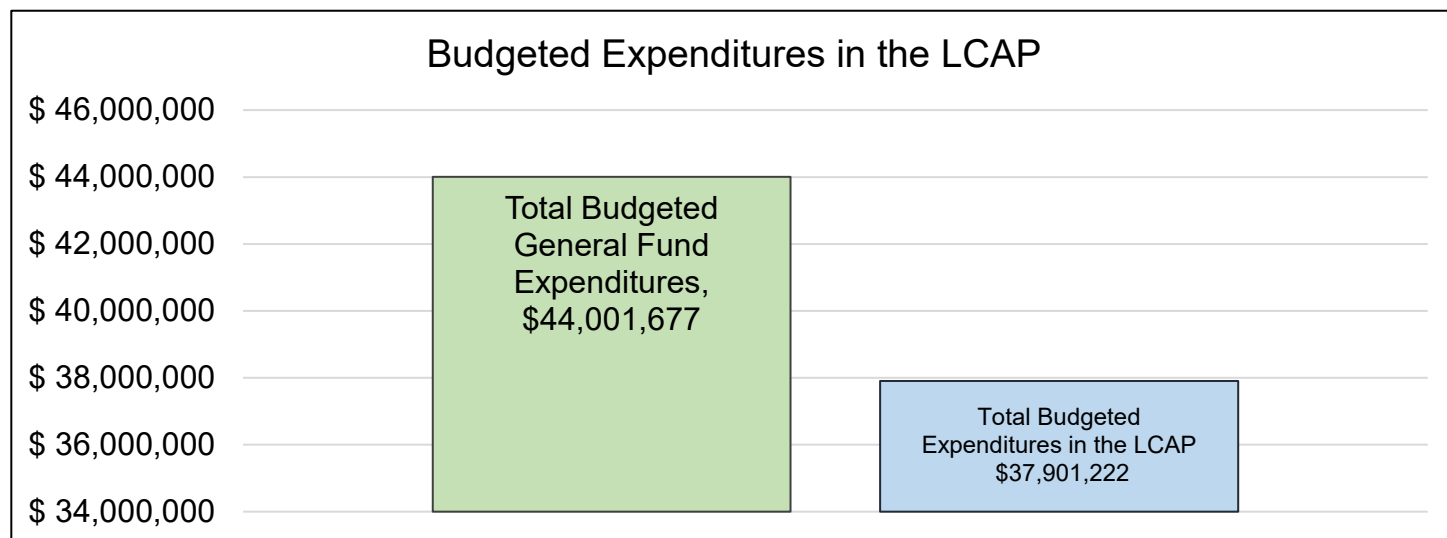


This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Camino Real Charter High School is \$45,237,762.00, of which \$36,389,803.00 is Local Control Funding Formula (LCFF), \$2,324,661.00 is other state funds, \$4,766,881.00 is local funds, and \$1,756,417.00 is federal funds. Of the \$36,389,803.00 in LCFF Funds, \$2,356,470.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much El Camino Real Charter High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Camino Real Charter High School plans to spend \$44,001,677.00 for the 2024-2025 school year. Of that amount, \$37,901,222.00 is tied to actions/services in the LCAP and \$6,100,455.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

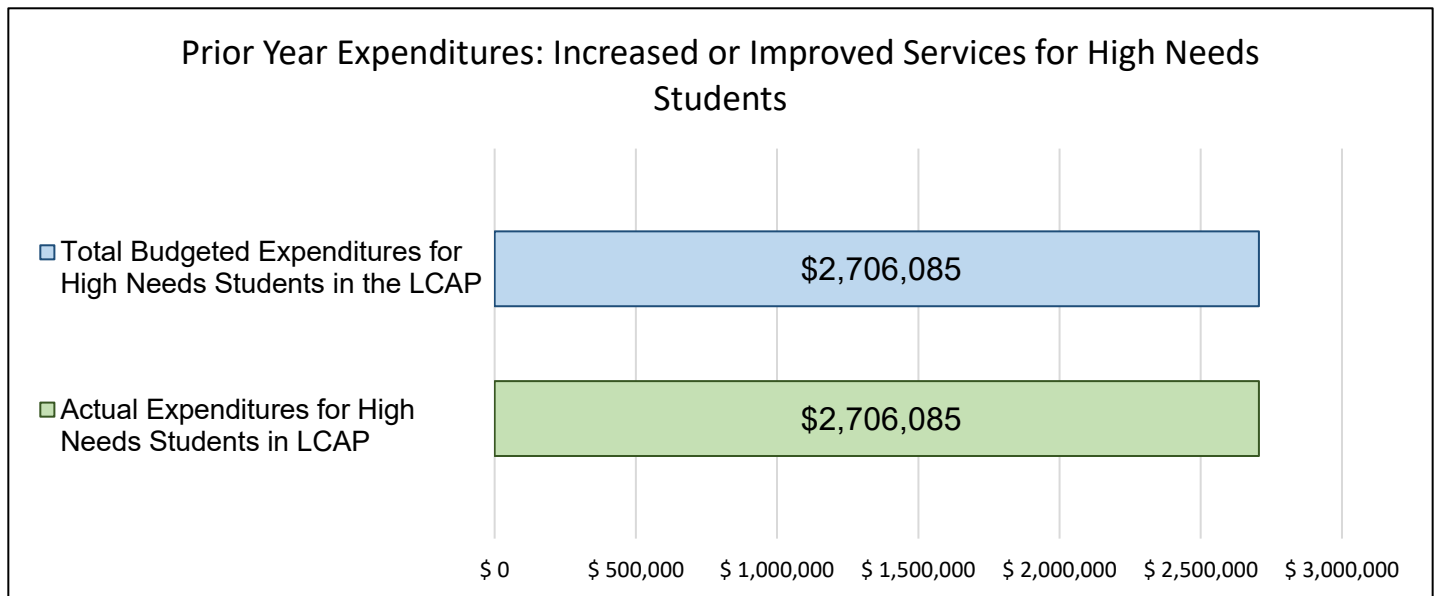
Expenses not in the LCAP include expenses for retiree benefits, management, legal fees, and non instructional supplies.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, El Camino Real Charter High School is projecting it will receive \$2,356,470.00 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. El Camino Real Charter High School plans to spend \$2,356,470.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what El Camino Real Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Camino Real Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, El Camino Real Charter High School 's LCAP budgeted \$2,706,085.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter High School actually spent \$2,706,085.00 for actions to increase or improve services for high needs students in 2023-2024.



## 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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	<a href="mailto:m.clark@ecrchs.net">m.clark@ecrchs.net</a> <a href="mailto:a.ilyas@ecrchs.net">a.ilyas@ecrchs.net</a>

# Goals and Actions

## Goal

Goal #	Description
1	Students will demonstrate academic growth in ELA, Math, & Science.

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School has a standard of excellence for all students. We set high expectations and goals for our leadership, teachers, and staff that will help students achieve at higher levels. Our long-term goal is for 100% of our students to meet standards as evidenced by either State or Local assessments.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of 11th-grade students scoring 'Met' or 'Exceeded' on SBAC in ELA	59.46% (per 2019 SBAC data)	65.62% (per 2021 SBAC data; a 6% increase)	64.9% (per 2022 SBAC data)	66.63%	Increase 8% above latest baseline (i.e., 75% met or exceeded)
Percentage of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in Math	41.18% (per 2019 SBAC data)	51.17% (per 2021 SBAC data; a nearly 10% increase)	36.11% (per 2022 SBAC data)	41.83%	Increase 9% above the latest baseline (i.e., 60% met or exceeded)
Percentage of 12th grade students scoring 'Met' or 'Exceeded' on CAST in Science	29.03% (per 2019 CAST)	28.72% (per 2021 CAST)	36.93% (per 2022 CAST)	35.83%	Increase 11% above baseline (i.e., 40% met or exceeded)
Percentage of students enrolled in at least one advanced class will increase by	53 % of the students enrolled at ECR are in at least one Honors or AP class.	Maintained	Maintained	54%	56% of the students enrolled at ECR will be enrolled in at least one Honors or AP class.

1% as measured by

students enrolled in  
at least one Honors,  
Advanced Placement,  
or Junior/Community  
College Class

Percentage of students who are College & Career Ready will increase by 25% as measured by the CA dashboard.	The A-G completion rate for the class of 2020 was 55.9%. We did not have a CTE program this particular year.	A-G completion rate for 2021 is 55.20%	48.6%	TBD Year 3	Increase to 75% by 2024
Increase the % of Special Education (SPED) students achieving SBAC met/exceeded status	English - 85.6 points  below standard (CA Dashboard) Math - 166 points below standard (CA Dashboard)	25% of SPED students achieved met or exceeded status on 2020-2021 SBAC - English 11.5% of SPED students achieved met or exceeded status on SBAC - Math 2020-2021	23.37% of SPED students achieved met or exceeded status on 2021-2022 SBAC - English 3.80% of SPED students achieved met or exceeded status on SBAC - Math 2021-2022	ELA 31%  Math 8.74%	English: Increase to 25% meeting standards by 2024 an  increase of 25 points Math: Increase by 25 points by 2024
Increase the % of English Language Learners (ELLs) achieving SBAC met/exceeded status	English - 76.3 points  below standard (CA Dashboard) Math - 96.1 points below standard (CA Dashboard)	Data not yet available for 2022 SBAC	Lopez	Lopez	Increase to 40% meeting standards by 2024 English: Increase by 25 points for students meeting standards
Step 8: Increase the percentage of English Language Proficiency	37.5% of students achieving moderate/well status in 19-20	79% of students achieving moderate/well status in 20-21	62% of students achieving moderate/well status in 21-22	57% of students achieving moderate/well status	90% of ELs will make at least one year of progress by 2024.

Assessments for California (ELPAC) students who achieve moderate/well status					
Maintain or Increase EL reclassification rate	39.5% - 48 EL students / 19 reclassified in year 2020-2021	42% - 61 students/ 26 reclassified in year 2021-2022	56% students reclassified in 2022-2023	28 students reclassified to date.	46% of ELs reclassified each year
Increase AP pass rate by 12%	63% of students in 2021 passed AP exams with a 3 or higher	Based on the Four-Year Cohort Rate, 26.3% of students passed AP exams with a 3 or higher	76% if students passed with a 3 or higher	TBD Year 3	75% of students will pass with a 3 or higher
Measurable Outcome for Action Step 11: Increase graduation rate in CALPADS by 2.4%	93.6% (California Dashboard)	87.4% (19-20) 89.3% (20-21)	91% graduation rate	TBD Year 3	95% of students will graduate

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CAASSP/SBAC Improvement ELA	ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE)	\$900,000.00	No
2	CAASSP/SBAC Improvement Math (repeated expenditure, Goal 1, Action 1)	ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE)	\$0.00	No
3	CAST/Science Improvement (repeated expenditure, Goal 1, Action 1)	Provide Science intervention, tutoring, during and after the school day to improve student achievement.	\$0.00	No
4	Advanced class enrollment increase	Review MAP and Classroom data and reach out to students who stand out as AP/Honors potential students	\$214,000.00	No
5	College and Career ready students	Expose students to various careers and colleges through workshops, seminars, company/organization tours, virtual college/university tours, and possible on-campus college/university/historically black college and university (hbcu) tours	\$150,000.00	No
6	SPED students meets/exceeding	Teachers are allowed additional time to work and plan with SPED teachers to improve student learning as well as providing weekly tutoring	\$2,116,230.00	No

	SBAC/CAASSP			
7	ELLs meets/exceeds SBAC/CAASSP	Support ELLs through targeting intervention and virtual tutoring opportunities	\$112,725.00	Yes
8	Increase reclassification rate	Purchase research based programs that specifically support EL learners in reading and math		No
9	Increase % of English learners who increase in English Proficiency as measured by ELPAC	Continue to provide in-class supports for ELs		No
10	Increase AP pass rate	Students will improve AP pass rates with a score of 3 or higher		No

11	Increase graduation rate	Increase the number of students who graduate from ECR college and/or career ready	\$1,751,196.00	No
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## Goal Analysis for 2022-2023

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

### A description of any substantive differences in planned actions and actual implementation of these actions.

Goal #1 was implemented as planned with fidelity. There were no substantive differences in planned action and actual implementation of these actions.

### 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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

### An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions indicated are necessary in order for ECR to improve student academic performance in ELA, Math, and Science. Thus far, the data shows a majority of our efforts are working. However, the data also reveals that there is a need to focus more heavily on specific subgroups such as students with disabilities, unduplicated, and African American and Latino/Hispanic populations. Most actions were effective, and we will continue to utilize research-based methods to improve student academic performance.

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

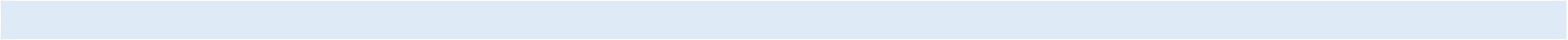
Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness. We also combined some goals in the new LCAP to eliminate redundancy and clearly focus our efforts.

**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.**



# Goal

Goal #	Description
2	All students are provided a high quality education with equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning.



## An explanation of why the LEA has developed this goal.

El Camino Real Charter High School's vision is to be highly regarded for its innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school's vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students. Our students also take the NWEA MAP assessment and we measure academic growth three times per year in this way. This goal was created with closing gaps based on data from both SBAC and MAP in mind.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Purchase or Create an intervention curriculum to be used in all intervention classes	In progress - TBD (9 study skills classes)	In progress	A research-based intervention curriculum with a focus on reading and math will be purchased for Fall 2023-2024.	A quote has been obtained and a purchase will be made Summer 2024.	Improved student achievement and additional opportunities for students to receive instructional support.
Administer MAP assessment to incoming freshman throughout June and July 2021	Summer 2021 - TBD	Administered in Fall 2021 (completed)	Administered in Fall 2022 (completed)	Administered in Fall 2023, Winter 2024 and Spring 2024 (Completed)	early awareness of student achievement levels in order to plan for each year
Consult with departments to provide and/or purchase differentiated standards-based	Departments provide data outlining performance of all students as a result of new instructional materials.	Done through PLC course-alike groups	Departments will continue to review data in PLC groups and use it to inform Instruction  Powered by BoardOnTrack	Ongoing: Departments will continue to review data in PLC groups and use it to inform instruction	Maintain the most current and beneficial instructional materials for teachers annually

instructional materials					
Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and expanding over a two year period	Approximately 20 classrooms in need of tutors	TBD Partially fulfilled; in-class support through Edlogical	Will continue to use outside agencies such as Edlogical for in-classroom Support	Will Continue to use Continue to use outside agencies for in classroom support.	Tutors will provide support for student learning in large classes to improve student achievement
Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss data, instructional progress, and reteaching needs	Data will be used to identify subjects and students in need of support	Collected through PLC process	We will continue to focus on using data to inform instruction and decisions at all levels	Continue/Ongoing	Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike.
Scheduled department retreats in order to share teaching practices	Retreats will begin Fall 2021	Each department held at least one retreat day	Continue semester retreats at El Camino Real Charter High School.	Continue semester retreats for departments and PLC's	Foster more department collaboration for vertical and horizontal planning
Schedules of dates for additional professional development	0 held last year due to COVID 19 pandemic	Four PD sessions planned for 22-23 school year	Our PD Committee in conjunction with administration will develop monthly PD sessions based on needs identified	PD Pathway Spring 2024 addressed "closing the achievement gap."	Ensure students are receiving FAPE to meet their instructional needs

addressing support for English learners, low income, foster youth, and students with disabilities			by WASC and Charter Division	Support for EL , Foster youth and students with disabilities	
Ongoing review, updating and modification of curriculum maps based on implementation of common core and/or NGSS standards	50% departments currently engage in this Work	Majority of depts, around 75% have completed curriculum maps; two remaining departments are still working; standards review is Ongoing	Ensure completion of curriculum maps for all departments prior to the start of the academic year.	100% curricular maps have been completed	All departments have working curriculum maps
Employ Bilingual	Currently have one part	Employed one bilingual	Hire an additional bilingual	In progress: one bilingual part time EL assistant	Two part-time EL assistants

Assistants to support time support person  
EL students access to  
CCSS in all content  
areas for English  
Language  
Development  
Acquisition.

assistant this year

assistant to support our  
growing EL program

hired before school begins  
August 2022.

Teachers are highly qualified	100%	Consistent	Consistent	Consistent	100% highly qualified staff maintained
Reading Growth MAP	(MAP)  Grade 9: 226.6  Grade 10: 227.5 Grade 12: 232.2	(MAP)  Grade 9: -1 points  Grade 10: +1 points Grade 12: -3 points	In progress-growth in some areas		MAP growth has occurred in some areas and we fully expect growth in all areas
Math Growth MAP	Grade 9: 232.7  Grade 10: 238.0 Grade 12: 250.3	Grade 9: +4 points  Grade 10: +4 points Grade 11: -1 points	In progress – growth in some areas		MAP growth has occurred in some areas and we fully expect growth in all areas

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted Intervention	Provide timely intervention with a common curriculum in the form of support classes for targeted students. (e.g.,Lexia Learning, iReady, PBIS)	\$67,557.00	Yes
2	Assessment of Learning	Assess students at the end of 2022 year and notify parents of how students are performing as well as programs in place to support students.	\$25,000.00	No
3	Instructional materials	Standardize instructional materials and textbooks for all subject areas.	\$1,158,810.00	No
4	Teacher Support	Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years.	\$460,000.00	No
5	Common Assessment	Use common assessments (formative, interim, summative) to gauge student progress. Gather data to lead and direct instruction.	\$100,000.00	No
6	Department Planning Days	Departments or Course-Alikes must host bi-annual professional development retreats focused on review of ccss, curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research-based instructional strategies.	\$376,141.00	No
7	Meeting the needs of English learners, foster	Departments will engage in and seek professional learning opportunities to support all students with special attention to strategies to support our most at-risk populations of	\$200,000.00	Yes

youth, students with  
disabilities, and low

income.

8	Curriculum/PLC investment	Data training to support Curriculum & Instruction to analyze school and grade level data within departments and individual teachers. Identify PLC leaders to visit classes and provide coaching and support.	\$250,000.00	No
9	Academic Intervention Classes (repeated expenditure, Goal 2, Action 11)	Create at least one academic intervention/study skills class per period to complement intervention and supplement any learning loss. Students will be identified based on their academic performance.	\$0.00	Yes
10	Employ Bilingual assistants	Hire one or two bilingual assistants to further enable English learners to access the ccss and English Language Development standards.	\$52,704.00	Yes
11	Highly Qualified Teachers	Continue to maintain 100% highly qualified teachers at ECR	\$19,146,163.00	No
12	Reading MAP Growth (repeated expenditure, Goal 2, Action 11)	Implement NWEA MAP Reading test three times annually as internal assessment and use data to inform instruction	\$0.00	No
13	Math MAP Growth (repeated expenditure, Goal 2, Action 11)	Implement NWEA MAP Math test three times annually as internal assessment and use data to inform instruction	\$0.00	No

## Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal #2 was implemented as planned with fidelity. There were no substantive differences in planned actions and actual implementation of these actions.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions were necessary to make progress toward the goal. We have successfully identified students in need of academic support and are working towards rebranding our study skills classes with more focus on research based strategies such as SEL and standards based instruction to improve student achievement. A research based curriculum has been purchased to align instruction in study skills classes in an effort to support our most vulnerable student populations.

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

Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness. We also combined some goals in the new LCAP to eliminate redundancy and clearly focus our efforts.



**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.**

# Goal

Goal #	Description
3	All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students' preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRCHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Create one to two CTE pathways.	Currently, ECR has CTE elective classes but does not have any CTE pathways.	As of 2022, ECR has three (3) Pathways	ECR now has four Pathways (Woodworking, Culinary Arts, Video Game Design, and Media)	ECR has four Pathways (Woodworking, Culinary Arts, Video Game Design, and Media)	Provide more post secondary options for students who do not desire to attend college
Freshmen will have a minimum of three or more academic classes in their 9th grade schedules.	The year of 2020-2021 was the first year that we offered CP World History to our incoming 9th grade students, along with AP Human Geography and AP Environmental Science.	On track and in progress	On track and in progress	On track and in progress	Increased rigor and offering of higher level classes
Increase A-G completion rate by 10% over three years	The A-G completion rate for the class of 2020 was 55.9%	Current A-G completion rate was 60.8%.	55%	TBD year 3	Increase support for those who desire college so that they are successful

Increase dual enrollment and concurrent enrollment participation	ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment.	11 <sup>th</sup> grade: 19 12 <sup>th</sup> grade: 19	11 <sup>th</sup> grade: 18 12 <sup>th</sup> grade: 22	11 <sup>th</sup> grade: 42 12 <sup>th</sup> grade: 22	Tracking of concurrent enrollment classes and increase of 25% for the 22-23 school year
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Not currently tracking concurrent enrollment classes.

Increase enrollment of each subgroup (i.e.,FRMP, Latinx and African American students) in AP classes by 7% each	In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup: 25% of African American Students 27% of Latin X students XX% of FRMP students	Overall decrease: 4.6% of African American Students 24.2% of LatinX students	FRMP: 14.25% AA. 1.06% Latin X 9.76%	TBD Year 3	Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful
Provide 1-2 college and career focused PD trainings for the staff per school year.	In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.	College Counselors presented one PD training this year.	College Counselors provided 3 PD's for the staff	2 college and career focused PD for staff	Collaborate with staff to increase awareness of college/career options
Increase # of students who earn the seal of biliteracy by 15%.	132 students earned the seal of biliteracy in 2021 115 students earned the seal of biliteracy in 2022	Declined this year by 17 students	127 students earned a seal of biliteracy	TBD Year 3	An opportunity to earn a distinction upon graduating with support from teachers and staff.  The number one issue that prevented students from earning the seal was the SBAC which was not mandated last year. Also scoring low on the SBAC.
Continue to fund the PSAT for the 9th-11th grade students.	ECR has funded the PSAT for 9th-11th graders.	Fully funded	Fully funded	Fully Funded	Cover the cost to all students so that PSAT testing is accessible to all students
Quarterly after hour	In the year 2019-2020,	Counseling hours were	Counseling hours were		Be available to parents and

events hosted by counselors and weekly extended hours to meet with counselors.	counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID.	offered one day a week for parents and students Year 1	offered one day a week for parents and students Year 1	Counseling hours are offered one day a week for parents and students.	students after general work hours to answer questions and increase contact.
Increase to at least 9 academic counselors.	ECR currently has 7 academic counselors with an average caseload of about 480 students.	Hired three additional academic counselors Year 1	Hired one additional academic counselor Year 2	Goal met and maintained	Lower counselor caseload thereby allowing counselors the opportunity for more one on ones. Average caseload has gone from 480 to 360

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop and enhance CTE curricula	Continue to enhance our CTE Pathways. We currently have three pathways: Woodworking, Culinary Arts and Arts , Media, and Entertainment	\$30,000.00	No
2	Increase Rigor	Enhance Rigor in 9th grade. (including, but not limited to the addition of a college preparatory science, world history, or world language course) Starting in Fall 2022 All 9th grade students take at least one of these.		No
3	Prioritize A-G Completion rate	Increase A-G completion rate for all students with special attention to our subgroups. The AA coordinator and Latin X coordinator meet with students one on one and in groups to discuss A-G.		No
4	Increase college/university partnerships	Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes. We have continued stable enrollment in our Dual enrollment program. We need a process to collect concurrent enrollment documentation.		No
5	Expand AP services	Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations. AA and Latin X coordinator meet one on one and in groups with these populations. AP Expo night each school year.	\$142,000.00	No
6	Biliteracy	Continue and increase number of students who qualify for the state Seal of Biliteracy with a focus on the importance of state testing and earning a 3 or higher.		No
7	PSAT Funding	Continue to fund the PSAT for 9th-11th grade students.	\$35,000.00	No
8	After-hours Counseling Services	Provide more after-hours services for families to attend informational meetings regarding A-G college admissions and other college topics. Additional counselor hours during programming season and over the summer.	\$46,773.00	No
9	Early identification of students not meeting A-G	Utilize the D/F report to identify students to enroll in our Study Skills/intervention classes. Counselors will conduct parent outreach including info on intervention, tutoring and summer school options.		No

## Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal #3 was implemented as planned with fidelity. There were no substantive differences in planned actions and actual implementation for this year.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated

Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.
The specific actions were effective and we have made great strides regarding this goal. We have increased from three to four Pathways which opens up potential areas of interest for students to explore. At some point in the near future, staff would like to consider revamping the summer bridge program.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness.

**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.**

# Goal

Goal #	Description
4	Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students.

## An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Create a calendar for equity professional development for staff	In progress 50%	PDAC planned a Cultural Proficiency & Awareness session to be delivered on October 27, 2021 but it was canceled by the presenter with short notice. Trauma-Informed Educator professional development organized by Ms. Clark and funded by the Educator Effectiveness Block Grant. This was an optional 3-part series on the following dates: 3/24, 3/25, 3/30, 3/31, 4/11. In Spring 2022 PDAC TBD Year 2 TBD Year 3 Consistent and on-going professional development that create more awareness of interactions	Equity LGBTQ+ series offered during the 22-23 academic year. In the 23-24 academic year we will offer additional PDs focusing on additional subgroups	In progress included through PDAC meetings.	Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities

and sensitivity to diverse communities created a 3 part series for Safe Spaces and Restorative Practices that were instrumental; however, long-term equity professional development is still in the planning stage by PDAC.

Monthly social emotional events calendar	Create community and staff events promoting wellness	The Wellness Center has been established and the counselors have created social-emotional opportunities for students for every day of the week including "Flexible Pathways", "Secrets to Success", "Young Royals", "Lunch and Chat", "Art and Soul, and "Active Minds." For example, "Secrets to Success" on Mondays discusses time management, stress management, school connectedness, and social media. Counselors also send out "Real Talk" to teachers and students where it outlines topics of the months with resources for socio-emotional issues.	The Wellness Center continues all of the above.	Continuous – counseling department provides updated calendars.	Workshops and events that improve mental health for staff and students
Increase awareness of parent groups and facilitates communication	Identification of at risk students and their parents.	A weekly newsletter is sent to all families The updated website contains a "Families" tab linked to	We will continue with the above and utilize the new Marketing Coordinator to help increase awareness of parent activities and	In progress.	Consistent communication between parents and school to increase student achievement.

among all  
stakeholders via ECR

pages for parent groups  
such as FOECR, RISE,

volunteer opportunities.

communication  
platforms

Padres Latinos. Access to Aeries & Canvas through Parent Portal FOECR hosts coffee with the ED. A Parent University will be held 4x per academic year to provide information, receive input and feedback on school policies, procedures, academics, and parenting support/training.

Administer staff school equity and school climate surveys as well as develop a DEI plan	Initial stages; no progress at this time	Initial stages; no progress at this time	Staff desire a DEI Coordinator. We are in the discussion phase with plans to potentially hire a part-time DEI Coordinator that will function as a .5 Teacher/.5 DEI Coordinator.	School climate surveys administrators DEI plan development in progress	Development of DEI plan and surveys input with full implementation
Administrative Directors in conjunction with teachers leaders (i.e, coordinators and coaches) will conduct Student Roundtables and Town Halls to promote diversity, equity and inclusion.	Initial stages; no progress at this time	Initial stages; no progress at this time	Two Student Roundtables were held this year.	In progress Roundtables and Focus groups held	Roundtables discussions will allow leaders to stay abreast of and assess school needs by allowing students a voice

Actions

Action #	Title	Description	Total Funds	Contributing
1	Equity Training	Offer ongoing equity based training and professional development in culturally responsive teaching to all staff.		No
2	Cultural Workshops &	Provide culturally based motivational workshops, learning experiences, field trips, and	\$450,000.00	No

	Experiences	assemblies, or clinics utilizing in house and outside professionals to meet social-emotional needs of learners and staff.		
3	Underserved Parent Groups	Maintain active status of parent and student groups that represent students experiencing opportunity gaps.	\$5,000.00	Yes

4	Equity Advisory Committee Expansion & School Plan	Promote the Equity Advisory Committee's student survey and have students be given designated time to complete. Create a staff survey similar to the student survey. Create lists of conferences and professional development opportunities the center equity that educators and staff can attend for pay. Purchase and/or create posters, artwork, signs, books, instructional materials,,etc. for representation of subgroups throughout the school and especially in Classrooms	No
5	Student Roundtables	The administrative team will meet monthly with various student clubs in order to hear feedback and action steps to ensure a more inclusive environment.	No

## Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 was implemented as planned and with fidelity. There were no substantive differences in planned actions and actual implementation for this year.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Specific actions are effective and we are making progress toward the goal. We have determined that, going forward, our Professional Development will be more targeted and needs based. Greater emphasis on school priorities will be made in our Professional Development choices for the duration of the year.

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

Planned goals generally remained the same but some metrics and funding were adjusted based on new data, feedback, and assessment of effectiveness.

**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.**

# Goal

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

## An explanation of why the LEA has developed this goal.

ECRCHS wants to improve and/or increase the parent participation and engagement in their children's learning process in preparation for high school and beyond. We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, 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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Meeting logs; newsletter and  website postings	Attendance at current meeting	Twenty-two newsletters sent this school year	A newsletter is sent every Sunday by the new  Marketing Coordinator.   Website design updates will be forthcoming in an effort to make it easier to locate pertinent information for families online.	News letter sent every Sunday by Marketing coordinator Website has been re designed to make information easier to find.	Keep parents regularly informed of school initiatives, events,  decisions, meetings, academics,   athletics, etc
Planned meeting  dates with	Committee of 7 is  currently formed	Seven Instructional  Cabinet meetings held	Six Instructional Cabinet  meetings held this year.  Powered by BoardOnTrack	10 instructional cabinets scheduled For the 2023-2024 Meetings dates sent at beginning of semester	Allow teacher leaders an  opportunity to hear directly from parents as it relates to

Instructional Cabinet; Agendas		this year			instruction
Use of current  communication  systems to send parent notifications via text and email	0% parents receiving text  messaging  communications from ECRCHS	Text messaging is going  out to 100% but we need  to validate if it is reaching all parents Year 1	Text messaging is going  out to 100%; we will provide multiple outlets for parents to register and/or update their contact information so they are receiving pertinent Information	Text messaging is going out to 100% of the parents. We provide multiple outlets for parents to register and/or update contact information. Parents are receiving pertinent information; this is fully operational.	100% of parents receiving text  messaging communications
School creates a "How to sign up for	28% parents signed up for Canvas Account	in progress	In progress; going forward we will provide	Maintained	100% of parents are signed up for a Canvas account

Canvas?" Loom video  
placed on homepage

opportunities for parents  
to sign up for Canvas,  
Aeries, and other  
necessary platforms at  
major school events

Hiring of Social Media/Outreach/Marketing position	Position not currently filled; 0% toward goal attainment	To be hired Fall 2022	Hired and fulfilled	Maintained	1 marketing coordinator is hired: 100% filled
All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events	Increase in number of parents reporting being able to access Aeries	In progress	In progress-going forward we will provide opportunities for parents to sign up for Canvas, Aeries, and other necessary platforms at major school events	Maintained	Easily access students' grades and other pertinent information
Develop and implement a comprehensive student attendance plan	Regular data analysis to identify issues early and Increased focus on chronic absentee students to monitor and track progress	Attendance system update in progress Year 1	An Attendance Dashboard is being created to handle alerting parents to student absences and tracking of attendance data.	My class dashboard has been created and introduced to staff.	Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Chat with Directors	Continue hosting Chat with the Directors on a monthly basis. Will return to in-person meetings beginning fall 2022.	\$5,000.00	No
2	Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities)	Invite parent groups to some Instructional Cabinet and other meetings to share pertinent information and build school home relationships. In addition parents are invited to the School Site Council, LCAP, PAC and other meetings throughout the year. We also have our RISE parent group and Padres Latinos parent group that meet monthly.	\$30,000.00	No

3	School to Home Communications	Provide text messaging and other types of communication for parents and staff. Streamlined newsletter, text and phone call.	\$65,000.00	No
4	Canvas Parent Signup (repeated expenditure, Goal 5, Action 3)	Increase parent engagement and education on Canvas/Canvas app by making this part of enrollment/ orientation.	\$0.00	No
			\$50,000.00	No

5	Attendance Notifications	Streamline attendance notifications and protocols for absenteeism		
6	Marketing Initiatives	Hire Marketing coordinator. ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media.	\$295,552.00	No
7	Aeries Parent Connection (repeated expenditure, Goal 5, Action 3)	Increase parent usage and presence on Aeries in order to improve interaction by making this part of enrollment/orientation	\$0.00	No

## Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 was implemented with fidelity and as planned. There were no substantive differences in planned actions and actual implementation for this year.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Specific actions are effective towards this goal. Transparency through school communication has been an area of focus and we improve in this area based on parent survey feedback. Overall, parents reported better communication between school and home. Based on last years feedback, we have improved our school website and continue to make updates and changes to ensure pertinent information is easily accessible. Our Marketing Coordinator will continue to find ways to expand ECRs presence in the community.

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

Planned goals generally remain the same but additional goals were added based on feedback provided from stakeholders. Metrics were adjusted based on new data, feedback, and assessment of program effectiveness.

**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.**



# Goal

Goal #	Description
6	Provide specific support and sufficient and optimal equipment to meet social- emotional, mental health, and physical needs of all students.

## An explanation of why the LEA has developed this goal.

El Camino Real Charter High School supports the whole student by creating a safe and nurturing environment at school at which students can learn and grow. As students were returning from isolation after COVID, the school staff wanted to be prepared to help students with various issues and increase school connectedness.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Onboarding of a 2nd PSW	0% position is currently unfilled	09/21-12/21 we had a 2nd PSW but since 1/21 we have 1 PSW	We hired four Licensed Professional Counselors who are doing an amazing job supporting students in need.	4 school based therapist. Contracted through SAGE	Provide on-site mental health services and support for students
Daily and weekly support services will be offered in the wellness center.	T-30 has been designated for the wellness center.	Daily Lunch groups are offered in the wellness center and SSPT meetings are held there	Continued from year one. Daily Lunch groups are offered in the wellness center and SSPT meetings are held there	A wellness center is open daily for drop in services and individual counseling. Daily wellness groups are offered.	Privacy and a safe space for students and staff to receive mental health support and services
Maintain an expulsion rate of 0%	Current expulsion rate is 0%	Maintained 0% expulsion rate	0%	TBD	
Maintain a dropout rate of 5% or less	2.2% in 2020	5.45% in 2021	4.6%	TBD	
Attendance Rate	20-21 attendance rate is 96.57%	Maintained attendance rate	92.87%	TBD	
Chronic Absenteeism	No data available in 19-	Chronic absenteeism rate	21.7% <small>Reported by BoardOnTrack</small>	TBD	

rates	20 due to covid 19.	is 9.6%			
Suspension rate	Baseline suspension rate was less than 1%	Current suspension rate is 0%	1.7%	TBD	
Identification of students and Training schedule	Students have been identified by the PSW.	Students are interested in being Peer Counselors but we are looking into creating an office space in	Continued from year one. Students are interested in being Peer Counselors but we are looking into	14 peer counselors who receive training once per week. Ongoing supervision	Select potential student peer counselors and create dedicated space for student peer counselors in Wellness Center

the  
Wellness Center for  
confidentiality  
purposes  
when a PSW needs to  
meet privately with  
students.  
creating an office space in  
the Wellness Center for  
confidentiality purposes  
when a PSW needs to  
meet privately with  
students.

Yearly trainings offered to staff members for to support student wellness, behavior, and mental health.	New initiative; all teachers and staff will attend (approx 175)	We offered a series of three restorative practices sessions for staff (cost: \$1,950); we offered a trauma informed educators training to staff (cost: TBD); we provided a community circle intro activity to all staff at the start of the year (free from PDAC); and we are budgeting for a SEL series for August along with PBIS (cost: \$7,500)	We offered Positive Behavior Intervention and Supports training to teachers and will continue with full implementation next year.	Monthly PBIS training. Various trainings provided: Suicide prevention, resilient educator, mental health and the student athlete.	Expose staff to training that will allow them to effectively support student behaviors
Decrease student	Connect excessive tardies	Fall 2021 tardy data by	Fall 2022 P2-1910 P3-2103 P4-1795 P5-2336 P6-1640  Spring 2023 P2-3025 P3-2492 P4-2697 P5-2717 P6-2073		Develop a tardy notification and

tardy behavior to periods 2-6.	to school events with review by various staff members	period: P2 - 3283 P3 - 3227 P4 - 2735 P5 - 3887 P6 – 2690  Spring 2022  P2- 4659 P3-4022 P4-3930 P5-4416 P6-3189	Fall 2023 P2-3402 P3-3090 P4-2236 P5-2640 P6-2709	consequence system during 22-23 school year
Order new functional classroom furniture and materials to support all student learning	List of teachers who have requested new furniture	Furniture was ordered pre-pandemic to upgrade classrooms. We will restart Fall 2023.	Eleven classrooms received some upgraded furniture. We will continue to upgrade classrooms to meet student and teacher needs.	TBD
Maintain clean, safe facilities that are in good repair	School is in good repair as evidenced on FIT report	Will be assessed in 22-23	ECR is in good repair.	Needs assessment tool
				10-15 classes per year receive new furniture based
				Continue to maintain facilities in good repair

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Mental Health Support	Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus	\$380,000.00	No
2	Create Wellness Center	Further develop the on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources	\$15,000.00	No
3	Expulsion Rate	Maintain zero expulsion rate by using restorative justice practices to keep students in School	\$528,192.00	No
4	Drop Out Rate (repeated expenditure, Goal 6, Action 3)	Maintain low dropout rate with goal of reaching zero by providing students with alternative methods such as Independent Study, Alternative Education, and use of restorative justice practices to keep students in school	\$0.00	No
5	Attendance Rate	ECR will promote improved student attendance through prompt parent contacts and utilization of on-campus resources to help students	\$66,500.00	No
6	Suspension Rate (repeated expenditure, Goal 6, Action 3)	Continue to implement restorative justice practices to counter at-home suspensions	\$0.00	No
7	Psychological First Aid Training	Train students/peers in psychological first aid to provide peer support in the Wellness Center	\$10,000.00	No
8	SEL and Restorative Justice Training to Staff	Provide training to staff on social-emotional learning and restorative practices.	\$10,000.00	No
9	Supervision and Safety	Increase adult supervision of students on campus by hiring necessary positions to create a safe campus that is conducive to learning and maximizing instructional minutes.	\$958,140.00	No
10	Functional Furniture	Provide new furniture for all classrooms	\$500,000.00	No
11	Safe and secure facilities	Our facilities are safe and secure for students. The Facilities Inspection Tool (FIT) is utilized each year.	\$3,424,997.00	No

## Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 6 has been implemented as planned and with fidelity. There were no substantive differences in planned actions and actual implementation for this year.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

The Wellness Center has proven to be a highlight for students, staff and parents. It has become an essential part of the ECR culture and ensuring the safety and well-being of everyone. In terms of the Suspension, Attendance, and Dropout rates, these are all works in progress and plan is place to combat these issues. Our Tech office has been working diligently on creating internal systems that will provide actionable data administrators, counselors, and teachers can use to improve outcomes in these areas.

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

This goal was initially added based on feedback provided from stakeholders. In the upcoming year, this goal has been deleted and combined with another goal along with its actions and metrics. This helped to eliminate redundancy and clearly focus our efforts.

**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.**



# Goal

Goal #	Description
7	Provide support and optimal equipment to meet the discipline and attendance needs of all students.

An explanation of why the LEA has developed this goal.

After returning to in-person instruction, the staff noticed that discipline incidents and attendance issues have increased.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Develop a clear discipline referral process	Handwritten referrals as well as online referral forms are currently being used.	N/A – Goal did not exist	Use online referral form; collect data from referral form and clarify when and how to use the form.	Online referral process- waiting on final approval	Use the referral form data to create a dashboard for the Dean's office that helps track the number of students that are being sent to the Deans office and the infraction(s)
Develop and implement a comprehensive student attendance plan	Attendance guidelines created by attendance office and communicated to stakeholders	N/A – Goal did not exist	Develop an online program that tracks chronic absenteeism, early leaves, and tardies. Use data to implement intervention strategies for students having issues with absences.	Outlined in the student handbook 360 system is created to track tardies	Streamline attendance plan that allows for a student to get support from multiple staff members when struggling with attendance issues.
Relocate the Dean's office	Located in the main hallway close to the entrance	N/A – Goal did not exist	Finish relocation of the Dean's Office  Powered by BoardOnTrack	Completed- Located in middle of A Hallway	Relocate the Dean's office to a location that provides privacy for students and the space

					necessary to provide families and students with services that support their behavior and discipline needs.
Collaboration	Collaboration between	N/A – Goal did not exist	TBD	Intervention meeting once a month Always communicating with student support services via emails with admin, IEP carriers, and counselors. Threat assessment team has been created.	Constant communication and
between the Deans, Counselors, and Intervention Team to discuss and create strategies that can help students who	the counselors and Deans when requested by the parent and/or student				collaboration between both offices to help students behavior needs.  Reduce number of office referrals by 3%.

are struggling with behavior issues.

Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism.	ADS program created by Tech Department. Emails sent to families when students are absent.	N/A – Goal did not exist	Add text messages to alert parents when their student is not in class.  Reduce chronic absenteeism in and tardies by 3%.	My class was created and introduced to teachers.	Have an alert system in place to alert parents when their students are not in class or absent for the entire day that includes emails, texts, and/or phone calls.  Reduce chronic absenteeism and tardies by 5%.
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop a referral process	Develop a clear referral process that teachers, subs, and staff can use and that gives the Dean's office data that can be used to support students.	\$30,000.00	No
2	Comprehensive student attendance system	Create an attendance plan that allows for multiple steps and multiple points of contact when a student is absent multiple times.	\$30,000.00	No
3	Relocate the Dean's Office and create a welcoming environment	Work with the design team and leadership to find a new place for the Dean's office in which students and families feel welcomed and get the behavior support they need.	\$20,000.00	No
4	Collaboration with counselors and intervention	Collaborate with counselors and the intervention team to create a plan that allows them to provide support to students when they are absent multiple times.	\$24,000.00	No
5	Absenteeism Rate	Decrease the chronic absenteeism rate by 5%	\$0.00	No

## Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 7 was implemented as planned and with fidelity. This goal was an add-on later in the 22-23 school year.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal has been deleted and combined with another goal in the new LCAP. In terms of effectiveness, this is an area of greatest need as determined by stakeholders. PBIS is our chosen model to improve school culture regarding attitudes, expected behaviors, and values that impact how the school operates.

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

This goal was initially added based on feedback provided from stakeholders. In the upcoming year, this goal has been deleted and combined with another goal along with its actions and metrics. This helped to eliminate redundancy and clearly focus our efforts.

**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.**



# 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	Minita Clark Administrative Director	m.clark@ecrchs.net 818-595-7500

## Plan Summary 2024-2025

### General Information

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

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 suspensions 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.

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## 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.

### ***Support for Identified Schools***

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

### ***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.

## Goals and Actions

### Goal

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 address by this goal.

1, 2, 4, 7

An explanation of why the LEA 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 closing 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%			100% fully credentialed teachers.	
2	Graduation Rate	SY 22-23: 91%			95% or above	
3	Reclassification Rate	46% reclassified			60% reclassified	
4	% Students Scoring Met or Exceeded on ELA SBAC	SY 22-23: All: 66.63% Asian: 70.15% Black/African American: 60% EL: 26% 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%			All: 75% or higher Asian: 76.02% Black/African American: 69% EL: 32.5% Filipino: 82.09 Hispanic or Latino: 68.54% Students with Disabilities: 43.71 Socially Disadvantaged: 43.71% Two or More Races: 74.38 White: 73.98	

5	% Students Scoring Met or Exceeded on Math SBAC	SY 22-23: All: 41.83% Asian: 61.2% Black/African American: 26.41% EL: 11% 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%			All: 48 or higher Asian: 66.22% Black/African American: 32.64% EL: 13.75% Filipino: 61.81 Hispanic or Latino: 37.94% Students with Disabilities: 12.35% Socially Disadvantaged: 51.57% Two or More Races: 44.31% White: 52.06%	
6	% Students Scoring Met or Exceeded on CAST Science	SY 22-23: 35.83%			39% or higher	

## Goal Analysis for 2024-2025

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	The school will address areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth by: 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 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	\$260,000.00	Yes
2	Targeted Intervention for EL Population (repeated expenditure, Goal 1, Action 1)	Targeted Intervention for EL population include: Fund an EL coordinator to oversee the testing, reclassification, and monitoring of EL students Purchasing of instructional supplies and materials such as novels, curriculum, manipulatives, etc Professional development for ELD Coordinator and ELD Teacher/Assistant	\$0.00	Yes
3	Professional Development	Educators will attend professional development opportunities: 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.	\$206,000.00	Yes
4	Data-Driven Instruction and Intervention	By Ensure all educational partners have access to updated technology and data by: Ensuring all students and staff have a computer	\$958,742.00	Yes

		<p>Ensure each classroom has a Promethean board</p> <p>High speed internet for school</p> <p>Maintaining appropriate staffing to include - tech team...</p> <p>Staffing a data team of up to 5 members to coordinate all school and state testing, analyze schoolwide data trends, and provide data-driven instructional guidance.</p> <p>Data team will continue researching and exploring innovative testing schedules, rograms, and other innovative initiatives that can help improve standardized testing scores while enhancing our data-driven culture.</p> <p>Ensure student access and educator use of diagnostic tools, such as NWEA by:</p> <p>Purchasing assessment and testing contracts</p> <p>Offering professional development to educators on administering exams, exploring the data and results, and differentiating instruction based on results</p> <p>Designate time for testing all students in testing for MAP and testing 11th grade students in CAASPP</p>		
5	Highly Qualified Teachers	<p>The school will employ fully credentialed teachers in each department and ensure that each teacher is properly assigned. Highly qualified teachers will:</p> <p>Promote literacy across the curriculum, supporting students in developing critical thinking skills and comprehension abilities, essential for success in ELA, Math, and Science</p> <p>Ensure alignment to CCSS</p> <p>Ensure Instructional &amp; Supplemental materials aligned to the Common Core State Standards</p> <p>Update Instructional &amp; Supplemental Materials</p>	\$16,774,592.00	No
6	Administrative Team	<p>Staff a full administrative team to support the educators by:</p> <p>Providing instructional leadership</p> <p>Hiring qualified faculty and staff</p> <p>Developing and implementing systems for support</p> <p>Performing observations and providing evaluations and guidance</p>	\$832,178.00	No

## Goal

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 address by this goal.

4, 6, 7, 5

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 enrolled in a CTE pathway complete the CTE Capstone	SY 22-23: was not tagged in SIS last year			100% of students enrolled in a CTE pathway will complete it upon graduation	

2	A-G completion rate (all and subgroups)	SY 22-23: All: 55% Asian: 76.3% Black/African American: 33.3% EL: 33.3% Filipino: 84.0% Hispanic or Latino: 44.7% Students with Disabilities: 19.5% Socially Disadvantaged: 52.8% Two or More Races: 64.3% White: 57.4%			All: 65% Asian: 86.3% Black/African American: 43.3% EL: 43.3% Filipino: 94.0% Hispanic or Latino: 54.7% Students with Disabilities: 29.5% Socially Disadvantaged: 63.8% Two or More Races: 74.3% White: 67.4%	
3	% of students who graduate with a 2.0 or above (all and subgroups)	SY 22-23: All: 95.98 % Asian: 96.25% Black/African American: 96.66% EL: 85.18% Filipino: 98% Hispanic or Latino: 94.87% Students with Disabilities: 92.68% Socially Disadvantaged: 94.10% Two or More Races: 96.42% White: 97.04%			All: 97% Asian: 97% Black/African American: 97% EL: 90% Filipino: 98% Hispanic or Latino: 97% Students with Disabilities: 95% Socially Disadvantaged: 97% Two or More Races: 97% White: 98%	

4	% of students enrolled in at least one Honors or AP class (all and subgroups)	SY 22-23: All: 54% Asian: Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:			All: 65% Asian: Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:	
5	AP pass rate: % of students who score a 3 or better on AP exam	SY 22-23: 76%			85% will pass with a 3 or higher	
6	% of students who earn the Seal of Biliteracy	SY 22-23: 14.6%			30%	
7	The % of students graduating with completion of at least two community college classes	New metric- baseline data unknown.			15%	
8	% prepared college and career indicators based on CA dashboard	48.6%			65%	

## Goal Analysis for 2024-2025

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	ECR will continue to develop and expand on CTE pathways by: 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	\$230,298.00	No
2	Support A-G Completion and AP Test Pass Rate	Support A-G completion and AP test pass rate by: Implementing the targeted interventions outlined in goal 1 action 1 (repeated expenditure)	\$500,000.00	Yes
3	Professional Development (repeated expenditure, Goal 1, Action 3)	Professional development will include: 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	\$0.00	Yes
4	Academic Counseling	Continue to staff academic counselors, with a counselor-to-student ratio of under 1:400 to ensure the following services can be effectively provided: Support the academic development of students and monitoring of course completion, both for graduation and for the pursuit of post-secondary plans, including A-G completion and career	\$1,321,117.00	Yes

		<p>pathway</p> <p>Ensure equitable enrollment in honors, AP, and CTE pathways pathways</p> <p>Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy</p> <p>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> <p>In addition to regular school hours, counselors will provide additional availability to students and families to increase engagement, provide conferences, program students, and offer other counseling-related services:</p> <p>Before school hours from 8am-8:30am</p> <p>After school from 3:45pm-4:15pm</p> <p>Rotating counselor availability all summer</p> <p>All counselors are available during welcome week in the summer</p> <p>One counselor per week on Thursday from 4:15pm-6:15pm</p>		
5	College and Career Counseling	<p>Continue to staff 3 college and career counselors to ensure the following services can be effectively provided:</p> <p>Exploration of college and career through discussion, newsletters, workshops, and naviance training</p> <p>Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc.</p> <p>Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc.</p> <p>Assist students work college applications, write recommendation letters, and help students with concurrent and dual enrollment</p> <p>Coordinate AP testing</p> <p>Coordinate the PSAT, which will continue to be funded by the school for grades 9-11</p>	\$384,000.00	Yes
6	College and Career Readiness Program	<p>Contract and utilize a college and career readiness program, such as Naviance, to:</p> <p>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.</p>	\$34,000.00	No
7	Summer School and Credit Recovery	<p>Offer a variety of summer school and credit recovery opportunities to all students, including:</p> <p>Summer school remedial classes, through which students can make up “D” and “F” grades</p> <p>Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework</p> <p>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)</p> <p>Summer classes to increase skills, such as pre-algebra, summer bridge to support in ELA and Math, as well as AP Bridge to promote critical thinking skills</p> <p>An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses</p>	\$500,000.00	Yes

## Goal

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 address 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>			<p>RISE: 10 parents attend regularly.</p> <p>Padres Latinos: 20 parents attend regularly.</p> <p>SSC: 5 parents attend regularly.</p> <p>ELAC: 10 parents attend regularly.</p> <p>Equity: 10 parents attend regularly.</p>	

2	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.	Aeries : 74%, with 29% of those parents showing that they have notifications setup Canvas : 31% have active accounts - do not know who has opted out of notifications			Aeries : 100%, with 75% of those parents showing that they have notifications setup Canvas : 100% have active accounts	
3	Number of newsletters, social media posts, and website updates per month.	Newsletters sent 1x per week. Updated upon request from teachers and staff.  Instagram & Facebook updated 5x per week.  X (Twitter) updated 2x per week.  TikTok updated 1x per month.  Website updated upon request from teachers and staff.			Newsletters sent 1x per week. Updated upon request from teachers and staff.  Instagram & Facebook updated 5x per week.  X (Twitter) updated 5x per week.  TikTok updated 5x per week.  Website updated upon request from teachers and staff and as needed by the marketing coordinator.	

## Goal Analysis for 2024-2025

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	Collaboration with Parent Groups & all ECR Families	<p>Collaboration with parents through:</p> <p>Host more family night events and collaborative opportunities to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships.</p> <p>Parents are invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input</p> <p>A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly</p> <p>Provide informational videos and content (including potential costs, dates, expectations, timelines) to parents at the beginning of the year during Welcome Week, on the ECR website, in newsletters regarding Activities and Events as well as Graduation for transparency</p>	\$50,000.00	Yes
2	Attendance Notifications	<p>Easy access to attendance updates through:</p> <p>Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff</p> <p>Creating a system for notifying parents and guardians of chronic absenteeism</p> <p>Streamlined attendance notifications and protocols for absenteeism</p> <p>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)</p>	\$27,235.00	Yes
3	Home-School Communication	<p>Increase home-school communication by:</p> <p>Contracting with Aeries for a student information system and Canvas for a learning management system</p> <p>Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation</p>	\$61,662.00	Yes

4	Marketing Initiatives	Fund a Marketing Coordinator to maintain: Marketing firm partnerships, social media campaigns, search engine optimization, weekly newsletter, website, and print media	\$334,587.00	No
5	Family Center	Remodel an office, including incorporating the necessary technology, to establish a Family Center to: 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		No

# Goal

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 address 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%			95%	
2	Chronic Absenteeism Rate	SY 22-23: 21.7%			15%	
3	% of students with tardiness to periods 2-6	SY 22-23: Period 2: 45% Period 3: 44.4% Period 4: 36.8% Period 5: 40.6% Period 6: 30.1%			Period 2: 15% Period 3: 15% Period 4: 10% Period 5: 15% Period 6: 10%	
4	Dropout Rate	SY 22-23: 4.6%			5% or less	
5	Expulsion Rate	SY 22-23: 0%			0%	
6	Suspension Rate	SY 22-23: 1.7%			1% or Below	

7	Score on the Facilities Inspection Tool (FIT)	January 2024 Overall Score: Exemplary			Exemplary	
8	% of School Employees who Complete Required Compliance Training by Due Date	SY 23-24: 100%			100%	

## Goal Analysis for 2024-2025

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	Maintain four school-based therapists	School-based therapists support the mental health and well-being of all students by: 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	\$380,000.00	No
2	Onboard and maintain a pupil services and attendance (PSA) counselor	A dedicated PSA counselor will address barriers to attendance and engagement faced by our students. Responsibilities will include: 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	\$105,375.00	Yes
3	Maintain clean and safe facilities that are in good repair and well serviced	Ensure clean, safe facilities that are in good repair by: 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, making schools safe and inclusive for LGBTQ+ students, 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 Maintain clean and safe facilities to support student safety and positive behavior by adequately staffing security officers, and custodial staff, and partnering with LAUSD Police Department to maintain a school police officer	\$8,924,723.00	No
4	Continue to provide full-time school nurse, athletic trainer, and LVN	Continue to provide full-time school nurse, athletic trainer, and LVN to attend to physical health needs of students including: 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	\$235,457.00	No

Referrals for glasses, hearing and other health needs  
Maintaining accurate and confidential health records of students

5	Implement multi-tiered systems of support	<p>Continue implementation of MTSS, including implementing PBIS, by:</p> <p>Staffing a PBIS coordinator</p> <p>Financing a contract for PBIS trainings (e.g, LACOE or another organization)</p> <p>Special Ed student support</p> <p>Providing coverage for the PBIS team for training days and compensation for monthly after school and summer meetings</p> <p>Providing field trips, speakers, and outreach activities, including transportation, to increase student engagement</p> <p>Providing Incentives for PBIS program to promote positive student behavior</p> <p>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)</p> <p>Supporting the Wellness Center by purchasing items to create a safe, calming, and inclusive space</p> <p>Supporting the Wellness Center by purchasing items for student use (i.e., games, art supplies, fidgets, sand trays, etc.)</p> <p>Staffing at least two school deans (certificated staff) to support positive student behavior</p> <p>Continued development of systems for behavior, support, and intervention</p> <p>Partnering with Metro to provide a TAP card that will be free of charge to each student</p> <p>Funding the Shoup Campus, for students who need an alternative form of education through independent study</p> <p>Adequately fund the cafeteria, food program, and cafeteria staff to promote good nutrition and improve health and learning</p> <p>Build a partnership with WVOC to help inform students of career pathways and opportunities for those who need alternative methods of meeting requirements</p>	\$5,781,256.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,356,470.00	\$2,356,470.00

## 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
6.92%	0.00%		6.92%

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 1; Action 1	Unduplicated Students often need targeted intervention and support due to a variety of life circumstances, barriers, and a lack of resources.	Providing tailored support to unduplicated students, including Study Skills classes with in-class tutoring, after school tutoring for academic content areas, teacher's assistants and paraprofessionals, staffing an intervention team, staffing an unhoused and foster student liaison, and providing 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, will ensure that all students have access to the help and support they need for academic success.	% Students Scoring Met or Exceeded on Math SBAC (all and subgroups) % Students Scoring Met or Exceeded on ELA SBAC all and subgroups) A-G completion rate (all and subgroups) % of students who graduate with a 2.0 or above (all and subgroups)

Goal 1; Action 4	Students can benefit from teachers evaluating data from MAP and CASSP to review how unduplicated students are progressing academically. This data can help with class placement and intervention for these students.	Diagnostic tools, such as NWEA, are helpful to our unduplicated students to monitor their academic progress. This can be accomplished by purchasing assessment and testing contracts, staffing a testing coordinator, and offering professional development to educators on administering exams, analyzing data, and differentiating instruction.	% Students Scoring Met or Exceeded on Math SBAC % Students Scoring Met or Exceeded on ELA SBAC
Goal 2; Action 2	Targeted interventions are designed with unduplicated students in mind but can benefit other students as well. Unduplicated students may need more support due to unstable situations, language barriers, or unfamiliarity with requirements.	Supports that may be especially helpful to our unduplicated students to increase A-G completion and AP pass rate are access to intervention counselors, tutoring, para-professionals, and study skill classes.	A-G Completion Rate % of students enrolled in AP classes AP pass rate: % of students who score a 3 or better on AP exam
Goal 2; Action 3	Provide Professional Development for our teachers to provide tools and resources to support our unduplicated students. Teachers can implement learned strategies with their ELL students in the classroom.	Professional Development specifically targeted to impact our, Foster, Unduplicated and EL students will help these students by providing teachers with strategies they can use to teach lessons geared towards the population. Specific strategies include but are not limited to evidence based research describing the diverse learning needs of students.	Number of Professional Development Trainings for teachers focused on closing the achievement gap
Goal 2; Action 4	Unduplicated students need a variety of counseling services to achieve college and career readiness. These students may face a variety of challenges outside of school or lack certain resources.	School counselors are necessary for all students but keep vulnerable populations at the forefront of their minds when planning interventions or providing services. For example, there are extended hours offered and groups tailored to specific student populations. Counselors meet one-on-one with each student to review individualized graduation plans and to discuss post-secondary plans. These meetings allow counselors to ensure equitable enrollment in honors, AP, and CTE pathways pathways.	A-G Completion Rate % of students enrolled in AP classes AP pass rate: % of students who score a 3 or better on AP exam
Goal 2; Action 5	Targeting College and Career Counseling for our unduplicated students helps our students	Unduplicated students benefit from college and career counseling in order to gain more knowledge and resources surrounding the college application process. Through workshops and, evening events and one on one counseling Students can learn more about options after high school.	% prepared college and career indicator based on CA dashboard
Goal 2; Action 7	ECR Summer School programs can provide students opportunities to make up classes, and be A-G ready.	Summer school offers opportunities for both credit recovery and enrichment. Our summer schedule offers remedial classes through which students can make up "D" and "F" grades. Enrichment is offered to provide space in Fall schedules for more rigorous coursework. In addition to credit recovery and enrichment, our summer school hosts a transitional and bridge program for all incoming freshmen. The transitional program provides 9th graders with assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimates them to the high school environment and school expectations (new in summer 2024) The summer Bridge program offers support in ELA and Math, as well as AP Bridge classes.	A-G completion rate (all and subgroups)

Goal 3; Action 1	All unduplicated students benefit from an increase in school to home communications as research indicates that students improve academically and socially when parents are involved.	Increasing collaboration with parents through family night events, School Site Council, LCAP, PAC, and parent groups will support all families, but will specifically address the needs of unduplicated students by providing multiple opportunities for parents to become more involved with school business and activities.	Number parents/guardians actively attending parent group meetings
Goal 3; Action 2	Our data indicates that unduplicated students' attendance is low and leads to poor academic performance.	Providing easy access to attendance updates through text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff will support all families, but will specifically address the needs of unduplicated students by ensuring parents and guardians are notified of chronic absenteeism in different ways.	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails. Number of newsletters, social media posts, and website updates per month.
Goal 3; Action 3	Parents of unduplicated students often need support in utilizing school provided systems for attendance clearing and instructional communication such as Aeries and Canvas.	Increasing communication between the school and the home will support all families, but will specifically address the needs of unduplicated students by ensuring families are notified of students' attendance, assignments, grades, school events, and activities, while also providing avenues for two way communication between the school and the home.	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails. Number of newsletters, social media posts, and website updates per month.
Goal 3; Action 5	Easy access and a welcoming space for families of unduplicated students to learn and obtain resources creates a transparent environment where they feel safe.	Establishing a Family Center will support all families but will specifically address the needs of unduplicated students by offering a dedicated and safe place for guidance. Often families of unduplicated students need more direct assistance when obtaining resources. Having a designated location for families will allow a higher level of comfort when seeking support.	Number parents/guardians actively attending parent group meetings Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.
Goal 4; Action 2	Though attendance has been identified as a need in our school, there are specific needs for our unduplicated students. Many of these students have unique barriers such as language, home, family, and economic difficulties.	Onboarding a PSA counselor allocate dedicated attention for attendance from a trained professional who can devote time to create individualized student support plans. A PSA counselor conducts family visits, meets with students and families to identify underlying issues impacting attendance, and provides individualized support to keep students in school.	Attendance Rate Chronic Absenteeism Rate Dropout Rate
Goal 4; Action 5	All students, including our unduplicated students, benefit from implementation of multi-tiered systems of support. Many of the supports listed in this section are tier one interventions, which are universal and provide benefit to all students. Tier 1 interventions are effective for about 80% of students and more targeted and intensive interventions are described in other sections. Unduplicated students often have several life factors that create unstable socio-emotional situations and it is a priority at ECRCHS to provide a safe and welcoming school environment.	Creating an equitable, positive, and safe learning environment is accomplished through multi-tiered systems of support. To tend to basic necessities of nutrition and transportation, students are offered two free meals per day and free transportation (a prepaid metro card). A welcoming environment is established through PBIS, through which school-wide behavioral expectations are set and educators are encouraged to reinforce positive behavior. Established routines and clear and consistent expectations promote equity.	Attendance Rate Chronic Absenteeism Rate % of students with tardiness to periods 2-6 Dropout Rate Expulsion Rate Suspension Rate

## 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1; Action 1	Targeted interventions are needed for unhoused and foster youth, as they typically have less resources and support.	Unhoused and foster youth students are provided with a foster and unhoused youth coordinator to provide academic and wellness monitoring.	Graduation Rate
Goal 1; Action 2	Student achievement data reflects a need to provide additional support for our EL population to provide instructional support and interventions. EL students may not only struggle with the language and various life circumstances, but may lack support at home, as family members may also struggle to provide assistance due to the language barrier.	EL students are provided with an EL coordinator who manages testing, reclassification, programming, and interventions for our EL population.	Reclassification Rate % Students Scoring Met or Exceeded on ELA SBAC % Students Scoring Met or Exceeded on Math SBAC
Goal 1; Action 3	Unduplicated students have various learning needs that require tailored and differentiated instruction.	Specific professional development will be geared towards instructional strategies designed to support EL students.	Reclassification Rate % Students Scoring Met or Exceeded on ELA SBAC % Students Scoring Met or Exceeded on Math SBAC

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.

## ***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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$34,033,369.00	\$2,356,470.00	6.92%	0.00%	6.92%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$30,407,406.00	\$5,872,625.00	\$0.00	\$1,621,191.00	\$37,901,222.00	\$25,257,500.00	\$12,643,722.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Implement Targeted Intervention	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$260,000	\$0	\$0	\$0	\$0	\$260,000	\$260,000	0.00%
1	2	Targeted Intervention for EL Population (repeated expenditure, Goal 1, Action 1)	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	3	Professional Development	All	Yes	Limited	English learner (EL)	All Schools		\$206,000	\$0	\$0	\$150,000	\$0	\$56,000	\$206,000	0.00%
1	4	Data-Driven Instruction and Intervention	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$819,242	\$139,500	\$853,742	\$105,000	\$0	\$0	\$958,742	0.00%
1	5	Highly Qualified Teachers	All	No					\$16,145,818	\$628,774	\$16,145,818	\$628,774	\$0	\$0	\$16,774,592	0.00%
1	6	Administrative Team	All	No					\$832,178	\$0	\$622,178	\$210,000	\$0	\$0	\$832,178	0.00%
2	1	Expand CTE Pathways	All	No					\$0	\$230,298	\$0	\$174,298	\$0	\$56,000	\$230,298	0.00%
2	2	Support A-G Completion and AP Test Pass Rate	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0	\$500,000	\$0	\$500,000	\$0	\$0	\$500,000	0.00%
2	3	Professional Development (repeated expenditure, Goal 1, Action 3)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2	4	Academic Counseling	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$1,321,117	\$0	\$1,281,117	\$40,000	\$0	\$0	\$1,321,117	0.00%
2	5	College and Career Counseling	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$380,000	\$4,000	\$380,000	\$4,000	\$0	\$0	\$384,000	0.00%
2	6	College and Career Readiness Program		No					\$0	\$34,000	\$0	\$34,000	\$0	\$0	\$34,000	0.00%
2	7	Summer School and Credit Recovery	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$500,000	\$0	\$500,000	\$0	\$0	\$0	\$500,000	0.00%
3	1	Collaboration with Parent Groups & all ECR Families	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
3	2	Attendance Notifications	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$27,235	\$27,235	\$0	\$0	\$0	\$27,235	0.00%
3	3	Home-School Communication	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$61,662	\$0	\$61,662	\$0	\$0	\$61,662	0.00%
3	4	Marketing Initiatives		No					\$120,587	\$214,000	\$334,587	\$0	\$0	\$0	\$334,587	0.00%
3	5	Family Center		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	1	Maintain four school-based therapists		No					\$0	\$380,000	\$0	\$380,000	\$0	\$0	\$380,000	0.00%
4	2	Onboard and maintain a pupil services and attendance (PSA) counselor	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$105,375	\$0	\$0	\$105,375	\$0	\$0	\$105,375	0.00%
4	3	Maintain clean and safe facilities that are in good repair and well serviced		No					\$3,548,687	\$5,376,036	\$8,924,723	\$0	\$0	\$0	\$8,924,723	0.00%
4	4	Continue to provide full-time school nurse, athletic trainer, and LVN		No					\$235,457	\$0	\$235,457	\$0	\$0	\$0	\$235,457	0.00%
4	5	Implement multi-tiered systems of support	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$783,039	\$4,998,217	\$1,052,549	\$3,479,516	\$0	\$1,249,191	\$5,781,256	0.00%

# 2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$34,033,369.00	\$2,356,470.00	6.92%	0.00% - No Carryover	6.92%	\$4,144,643.00	0.00%	12.18%	Total:	\$4,144,643.00
								LEA-wide Total:	\$4,144,643.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Targeted Intervention	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
1	2	Targeted Intervention for EL Population (repeated expenditure, Goal 1, Action 1)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
1	3	Professional Development	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
1	4	Data-Driven Instruction and Intervention	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$853,742.00	0.00%
2	2	Support A-G Completion and AP Test Pass Rate	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	3	Professional Development (repeated expenditure, Goal 1, Action 3)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
2	4	Academic Counseling	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,281,117.00	0.00%
2	5	College and Career Counseling	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$380,000.00	0.00%
2	7	Summer School and Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$500,000.00	0.00%
3	1	Collaboration with Parent Groups & all ECR Families	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$50,000.00	0.00%
3	2	Attendance Notifications	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$27,235.00	0.00%
3	3	Home-School Communication	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
4	2	Onboard and maintain a pupil services and attendance (PSA) counselor	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
4	5	Implement multi-tiered systems of support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,052,549.00	0.00%



# **Local Control and Accountability Plan (LCAP) Action Tables Template**

Developed by the California Department of Education, July 2023

2023-2024 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-2024	\$ 38,214,909	\$ 2,706,085	7.081%	0.000%	7.081%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 28,074,562	\$ 5,833,716	\$ -	\$ 176,402	\$ 34,084,680.00	\$ 25,487,818	\$ 8,596,862

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	CAASSP/SBAC Improvement ELA	All	No	LEA-wide	N/A	ECRCHS	[Input time span]	\$ -	\$ 900,000	\$ 900,000	\$ -	\$ -	\$ -	\$ 900,000	0.000%
1	2	CAASSP/SBAC Improvement Math (repeated expenditure, Goal 1, Action 1)	All	No	LEA-wide	N/A	ECRCHS	[Input time span]	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	3	CAST/Science Improvement (repeated expenditure, Goal 1, Action 1)	All	No	LEA-wide	N/A	ECRCHS	[Input time span]	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	4	Advanced class enrollment increase	All	No	LEA-wide	N/A	ECRCHS	[Input time span]	\$ 214,000	\$ -	\$ 214,000	\$ -	\$ -	\$ -	\$ 214,000	0.000%
1	5	College and Career ready students	African -American	No	LEA-wide	N/A	ECRCHS	[Input time	\$ -	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000	0.000%
1	6	SPED students meets/exceeding SBAC/CAASSP	All	Yes	LEA-wide	English Learners	ECRCHS		\$ 2,016,230	\$ 100,000		\$2,116,230	\$ -	\$ -	\$ 2,116,230	0.000%
1	7	ELLs meets/exceeds SBAC/CAASSP	English-Learner	Yes	LEA-wide	English Learners	ECRCHS		\$ 112,725	\$ -	\$ 112,725	\$ -	\$ -	\$ -	\$ 112,725	0.000%
1	8	Increase reclassification rate	English-Learner	Yes	LEA-wide	English Learners	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	9	Increase % of English learners who increase in English Proficiency as measured by ELPAC	English-Learner	Yes	LEA-wide	English Learners	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	10	Increase AP pass rate	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	11	Increase graduation rate	All	No	LEA-wide	N/A	ECRCHS		\$ 1,751,196	\$ -	\$ 1,751,196	\$ -	\$ -	\$ -	\$ 1,751,196	0.000%
2	1	Targeted Intervention	Low Income, Foster Youth,	Yes	LEA-wide	All	ECRCHS		\$ -	\$ 67,557	\$ 50,000	\$ -	\$ -	\$17,557	\$ 67,557	0.000%
2	2	Assessment of Learning	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	0.000%
2	3	Instructional materials	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$1,158,810	\$ 376,215	\$ 782,595	\$ -	\$ -	\$ 1,158,810	0.000%
2	4	Teacher Support	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 460,000	\$ 360,000	\$ 100,000	\$ -	\$ -	\$ 460,000	0.000%
2	5	Common Assessment	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	0.000%
2	6	Department Planning Days	All	No	LEA-wide	N/A	ECRCHS		\$ 300,000	\$ 76,141	\$ 300,000	\$ -	\$ -	\$76,141	\$ 376,141	0.000%
2	7	Meeting the needs of English learners, foster youth, students with disabilities, and low income.	Low Income, Foster Youth,	Yes	LEA-wide	All	ECRCHS		\$ 100,000	\$ 100,000	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.000%
2	8	Curriculum/PLC investment	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ -	\$ 250,000	0.000%
2	9	Academic Intervention Classes (repeated expenditure, Goal 2, Action 11)	Low Income, Foster Youth,	Yes	LEA-wide	All	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	10	Employ Bilingual assistants	English learner (EL)	Yes	LEA-wide	English Learners	ECRCHS		\$ 52,704	\$ -	\$ -	\$ -	\$ -	\$52,704	\$ 52,704	0.000%
2	11	Highly Qualified Teachers	All	No	LEA-wide	N/A	ECRCHS		\$ 19,146,163	\$ -	\$17,323,597	\$1,822,566	\$ -	\$ -	\$19,146,163	0.000%
2	12	Reading MAP Growth (repeated expenditure, Goal 2, Action 11)	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	13	Math MAP Growth (repeated expenditure, Goal 2, Action 11)	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Develop and enhance CTE curricula	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	\$ 30,000	0.000%
3	2	Increase Rigor	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	Prioritize A-G Completion rate	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	4	Increase college/university partnerships	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	5	Expand AP services	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	6	Biliteracy	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	7	PSAT Funding	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	0.000%
3	8	After-hours Counseling Services	All	No	LEA-wide	N/A	ECRCHS		\$ 46,773	\$ -	\$ -	\$ 46,773	\$ -	\$ -	\$ 46,773	0.000%
3	9	Early identification of students not meeting A-G	All	No	LEA-wide	All	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	1	Equity Training	All	No	LEA-wide	All	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	2	Cultural Workshops & Experiences	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 450,000	\$ 450,000	\$ -	\$ -	\$ -	\$ 450,000	0.000%
4	3	Underserved Parent Groups	Low Income, Foster Youth,	Yes	LEA-wide	All	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	4	Equity Advisory Committee Expansion & School Plan	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
4	5	Student Roundtables	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	1	Chat with Directors	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
5	2	Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities)	All	Yes	LEA-wide	All	ECRCHS		\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$30,000	\$ 30,000	0.000%
5	3	School to Home Communications	All	No	LEA-wide	All	ECRCHS		\$ -	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000	0.000%
5	4	Canvas Parent Signup (repeated expenditure, Goal 5, Action 3)	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5	Attendance Notifications	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
5	6	Marketing Initiatives	All	No	LEA-wide	N/A	ECRCHS		\$ 81,052	\$ 214,500	\$ -	\$ 295,552	\$ -	\$ -	\$ 295,552	0.000%
5	7	Aeries Parent Connection (repeated expenditure, Goal 5, Action 3)	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
6	1	Increased Mental Health Support	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 380,000		\$ 380,000	\$ -	\$ -	\$ 380,000	0.000%
6	2	Create Wellness Center	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.000%
6	3	Expulsion Rate	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 528,192	\$ 528,192	\$ -	\$ -	\$ -	\$ 528,192	0.000%
6	4	Drop Out Rate (repeated expenditure, Goal 6, Action 3)	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
6	5	Attendance Rate	All	No	LEA-wide	N/A	ECRCHS		\$ 6,400	\$ 60,100	\$ 66,500	\$ -	\$ -	\$ -	\$ 66,500	0.000%
6	6	Suspension Rate (repeated expenditure, Goal 6, Action 3)	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
6	7	Psychological First Aid Training	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	0.000%
6	8	SEL and Restorative Justice Training to Staff	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
6	9	Supervision and Safety	All	No	LEA-wide	N/A	ECRCHS		\$ 265,578	\$ 692,562	\$ 958,140	\$ -	\$ -	\$ -	\$ 958,140	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	10	Functional Furniture	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 500,000	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000	0.000%
6	11	Safe and secure facilities	All	No	LEA-wide	N/A	ECRCHS		\$ 1,394,997	\$2,030,000	\$ 3,424,997	\$ -	\$ -	\$ -	\$ 3,424,997	0.000%
7	1	Develop a referral process	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
7	2	Comprehensive student attendance system	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
7	3	Relocate the Dean 's Office and create a welcoming environment	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
7	4	Collaboration with counselors and intervention	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	\$ 24,000	0.000%
7	5	Absenteeism Rate	All	No	LEA-wide	N/A	ECRCHS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

## 2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 38,214,909	\$ 2,706,085	7.081%	0.000%	7.081%	\$ 362,725	0.000%	0.949%	<b>Total:</b>	\$ 362,725
								<b>LEA-wide Total:</b>	\$ 362,725
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF)	Planned Percentage of Improved Services (%)
1	1	CAASSP/SBAC ImprovementELA	No	LEA-wide		ECRCHS	\$ -	0.000%
1	2	CAASSP/SBAC ImprovementMath (repeated expenditure,Goal 1, Action 1)	No	LEA-wide		ECRCHS	\$ -	0.000%
1	3	CAST/Science Improvement(repeated expenditure, Goal 1,Action 1)	No	LEA-wide		ECRCHS	\$ -	0.000%
1	4	Advanced class enrollmentincrease	No	LEA-wide		ECRCHS	\$ -	0.000%
1	5	College and Career ready students	No	LEA-wide		ECRCHS	\$ -	0.000%
1	6	SPED students meets/exceeding SBAC/CAASSP	Yes	LEA-wide	English Learners	ECRCHS	\$ -	0.000%
1	7	ELLs meets/exceeds SBAC/CAASSP	Yes	LEA-wide	English Learners	ECRCHS	\$ 112,725	0.000%
1	8	Increase reclassification rate	Yes	LEA-wide	English Learners	ECRCHS	\$ -	0.000%
1	9	Increase % of English learners who increase in English Proficiency as measured by ELPAC	Yes	LEA-wide	English Learners	ECRCHS	\$ -	0.000%
1	10	Increase AP pass rate	No	LEA-wide		ECRCHS	\$ -	0.000%
1	11	Increase graduation rate	No	LEA-wide		ECRCHS	\$ -	0.000%
2	1	Targeted Intervention	Yes	LEA-wide	All	ECRCHS	\$ 50,000	0.000%
2	2	Assessment of Learning	No	LEA-wide		ECRCHS	\$ -	0.000%
2	3	Instructional materials	No	LEA-wide		ECRCHS	\$ -	0.000%
2	4	Teacher Support	No	LEA-wide		ECRCHS	\$ -	0.000%
2	5	Common Assessment	No	LEA-wide		ECRCHS	\$ -	0.000%
2	6	Department Planning Days	No	LEA-wide		ECRCHS	\$ -	0.000%
2	7	Meeting the needs of English learners, foster youth, students with disabilities, and low income.	Yes	LEA-wide	All	ECRCHS	\$ 200,000	0.000%
2	8	Curriculum/PLC investment	No	LEA-wide		ECRCHS	\$ -	0.000%
2	9	Academic Intervention Classes (repeated expenditure, Goal 2, Action 11)	Yes	LEA-wide	All	ECRCHS	\$ -	0.000%
2	10	Employ Bilingual assistants	Yes	LEA-wide	English Learners	ECRCHS	\$ -	0.000%
2	11	Highly Qualified Teachers	No	LEA-wide		ECRCHS	\$ -	0.000%
2	12	Reading MAP Growth (repeated expenditure, Goal 2, Action 11)	No	LEA-wide		ECRCHS	\$ -	0.000%
2	13	Math MAP Growth (repeated expenditure, Goal 2, Action 11)	No	LEA-wide		ECRCHS	\$ -	0.000%
3	1	Develop and enhance CTE curricula	No	LEA-wide		ECRCHS	\$ -	0.000%
3	2	Increase Rigor	No	LEA-wide		ECRCHS	\$ -	0.000%
3	3	Prioritize A-G Completion rate	No	LEA-wide		ECRCHS	\$ -	0.000%
3	4	Increase college/university partnerships	No	LEA-wide		ECRCHS	\$ -	0.000%
3	5	Expand AP services	No	LEA-wide		ECRCHS	\$ -	0.000%
3	6	Biliteracy	No	LEA-wide		ECRCHS	\$ -	0.000%
3	7	PSAT Funding	No	LEA-wide		ECRCHS	\$ -	0.000%
3	8	After-hours Counseling Services	No	LEA-wide		ECRCHS	\$ -	0.000%
3	9	Early identification of students not meeting A-G	No	LEA-wide		ECRCHS	\$ -	0.000%
4	1	Equity Training	No	LEA-wide		ECRCHS	\$ -	0.000%
4	2	Cultural Workshops & Experiences	No	LEA-wide		ECRCHS	\$ -	0.000%
4	3	Underserved Parent Groups	Yes	LEA-wide	All	ECRCHS	\$ -	0.000%
4	4	Equity Advisory Committee Expansion & School Plan	No	LEA-wide		ECRCHS	\$ -	0.000%
4	5	Student Roundtables	No	LEA-wide		ECRCHS	\$ -	0.000%
5	1	Chat with Directors	No	LEA-wide		ECRCHS	\$ -	0.000%
5	2	Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities)	Yes	LEA-wide	All	ECRCHS	\$ -	0.000%
5	3	School to Home Communications	No	LEA-wide		ECRCHS	\$ -	0.000%
5	4	Canvas Parent Signup (repeated expenditure, Goal 5, Action 3)	No	LEA-wide		ECRCHS	\$ -	0.000%
5	5	Attendance Notifications	No	LEA-wide		ECRCHS	\$ -	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF)	Planned Percentage of Improved Services (%)
5	6	Marketing Initiatives	No	LEA-wide		ECRCHS	\$ -	0.000%
5	7	Aeries Parent Connection (repeated expenditure, Goal 5, Action 3)	No	LEA-wide		ECRCHS	\$ -	0.000%
6	1	Increased Mental Health Support	No	LEA-wide		ECRCHS	\$ -	0.000%
6	2	Create Wellness Center	No	LEA-wide		ECRCHS	\$ -	0.000%
6	3	Expulsion Rate	No	LEA-wide		ECRCHS	\$ -	0.000%
6	4	Drop Out Rate (repeated expenditure, Goal 6, Action 3)	No	LEA-wide		ECRCHS	\$ -	0.000%
6	5	Attendance Rate	No	LEA-wide		ECRCHS	\$ -	0.000%
6	6	Suspension Rate (repeated expenditure, Goal 6, Action 3)	No	LEA-wide		ECRCHS	\$ -	0.000%
6	7	Psychological First Aid Training	No	LEA-wide		ECRCHS	\$ -	0.000%
6	8	SEL and Restorative Justice Training to Staff	No	LEA-wide		ECRCHS	\$ -	0.000%
6	9	Supervision and Safety	No	LEA-wide		ECRCHS	\$ -	0.000%
6	10	Functional Furniture	No	LEA-wide		ECRCHS	\$ -	0.000%
6	11	Safe and secure facilities	No	LEA-wide		ECRCHS	\$ -	0.000%
7	1	Develop a referral process	No	LEA-wide		ECRCHS	\$ -	0.000%
7	2	Comprehensive student attendance system	No	LEA-wide		ECRCHS	\$ -	0.000%
7	3	Relocate the Dean 's Office and create a welcoming environment	No	LEA-wide		ECRCHS	\$ -	0.000%
7	4	Collaboration with counselors and intervention	No	LEA-wide		ECRCHS	\$ -	0.000%
7	5	Absenteeism Rate	No	LEA-wide		ECRCHS	\$ -	0.000%
							\$ -	0.000%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 34,084,680.00	\$ 28,370,887.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	CAASSP/SBAC Improvement ELA	No	\$ 900,000	\$ 900,000
1	2	CAASSP/SBAC Improvement Math (repeated expenditure, Goal 1, Action 1)	No	\$ -	\$ -
1	3	CAST/Science Improvement (repeated expenditure, Goal 1, Action 1)	No	\$ -	\$ -
1	4	Advanced class enrollment increase	No	\$ 214,000	\$ 214,000
1	5	College and Career ready students	No	\$ 150,000	\$ 150,000
1	6	SPED students meets/exceeding SBAC/CAASSP	Yes	\$ 2,116,230	\$ 2,116,230
1	7	ELLs meets/exceeds SBAC/CAASSP	Yes	\$ 112,725	\$ 112,725
1	8	Increase reclassification rate	Yes	\$ -	\$ -
1	9	Increase % of English learners who increase in English Proficiency as measured by ELPAC	Yes	\$ -	\$ -
1	10	Increase AP pass rate	No	\$ -	\$ -
1	11	Increase graduation rate	No	\$ 1,751,196	\$ 1,751,196
2	1	Targeted Intervention	Yes	\$ 67,557	\$ 67,557
2	2	Assessment of Learning	No	\$ 25,000	\$ 25,000
2	3	Instructional materials	No	\$ 1,158,810	\$ 1,200,000
2	4	Teacher Support	No	\$ 460,000	\$ 460,000
2	5	Common Assessment	No	\$ 100,000	\$ 100,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	6	Department Planning Days	No	\$ 376,141	\$ -
2	7	Meeting the needs of English learners, foster youth, students with disabilities, and low income.	Yes	\$ 200,000	\$ -
2	8	Curriculum/PLC investment	No	\$ 250,000	\$ -
2	9	Academic Intervention Classes (repeated expenditure, Goal 2, Action 11)	Yes	\$ -	\$ 2,128,016
2	10	Employ Bilingual assistants	Yes	\$ 52,704	\$ -
2	11	Highly Qualified Teachers	No	\$ 19,146,163	\$ 19,146,163
2	12	Reading MAP Growth (repeated expenditure, Goal 2, Action 11)	No	\$ -	\$ -
2	13	Math MAP Growth (repeated expenditure, Goal 2, Action 11)	No	\$ -	\$ -
3	1	Develop and enhance CTE curricula	No	\$ 30,000	\$ -
3	2	Increase Rigor	No	\$ -	\$ -
3	3	Prioritize A-G Completion rate	No	\$ -	\$ -
3	4	Increase college/university partnerships	No	\$ -	\$ -
3	5	Expand AP services	No	\$ -	\$ -
3	6	Biliteracy	No	\$ -	\$ -
3	7	PSAT Funding	No	\$ 35,000	\$ -
3	8	After-hours Counseling Services	No	\$ 46,773	\$ -
3	9	Early Identification of students not meeting A-G	No	\$ -	\$ -
4	1	Equity Training	No	\$ -	\$ -
4	2	Cultural Workshops & Experiences	No	\$ 450,000	\$ -
4	3	Underserved Parent Groups	Yes	\$ -	\$ -
4	4	Equity Advisory Committee Expansion & School Plan	No	\$ -	\$ -
4	5	Student Roundtables	No	\$ -	\$ -
5	1	Chat with Directors	No	\$ 5,000	\$ -
5	2	Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students with disabilities)	Yes	\$ 30,000	\$ -
5	3	School to Home Communications	No	\$ 65,000	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	4	Canvas Parent Signup (repeated expenditure, Goal 5, Action 3)	No	\$ -	\$ -
5	5	Attendance Notifications	No	\$ 50,000	\$ -
5	6	Marketing Initiatives	No	\$ 295,552	\$ -
5	7	Aeries Parent Connection (repeated expenditure, Goal 5, Action 3)	No	\$ -	\$ -
6	1	Increased Mental Health Support	No	\$ 380,000	\$ -
6	2	Create Wellness Center	No	\$ 15,000	\$ -
6	3	Expulsion Rate	No	\$ 528,192	\$ -
6	4	Drop Out Rate (repeated expenditure, Goal 6, Action 3)	No	\$ -	\$ -
6	5	Attendance Rate	No	\$ 66,500	\$ -
6	6	Suspension Rate (repeated expenditure, Goal 6, Action 3)	No	\$ -	\$ -
6	7	Psychological First Aid Training	No	\$ 10,000	\$ -
6	8	SEL and Restorative Justice Training to Staff	No	\$ 10,000	\$ -
6	9	Supervision and Safety	No	\$ 958,140	\$ -
6	10	Functional Furniture	No	\$ 500,000	\$ -
6	11	Safe and secure facilities	No	\$ 3,424,997	\$ -
7	1	Develop a referral process	No	\$ 30,000	\$ -
7	2	Comprehensive student attendance system	No	\$ 30,000	\$ -
7	3	Relocate the Dean 's Office and create a welcoming environment	No	\$ 20,000	\$ -
7	4	Collaboration with counselors and intervention	No	\$ 24,000	\$ -
7	5	Absenteeism Rate	No	\$ -	\$ -
				\$ -	\$ -

## 2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,490,741	\$ 362,725	\$ 2,490,741	\$ (2,128,016)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	CAASSP/SBAC Improvement ELA	No	\$ -	\$ -	0.000%	0.000%
1	2	CAASSP/SBAC Improvement Math (repeated expenditure, Goal 1, Action 1)	No	\$ -	\$ -	0.000%	0.000%
1	3	CAST/Science Improvement (repeated expenditure, Goal 1, Action 1)	No	\$ -	\$ -	0.000%	0.000%
1	4	Advanced class enrollment increase	No	\$ -	\$ -	0.000%	0.000%
1	5	College and Career ready students	No	\$ -	\$ -	0.000%	0.000%
1	6	SPED students meets/exceeding	Yes	\$ -	\$ -	0.000%	0.000%
1	7	ELLs meets/exceeds SBAC/CAASSP	Yes	\$ 112,725	\$ 112,725.00	0.000%	0.000%
1	8	Increase reclassification rate	Yes	\$ -	\$ -	0.000%	0.000%
1	9	Increase % of English learners who increase in English Proficiency as	Yes	\$ -	\$ -	0.000%	0.000%
1	10	Increase AP pass rate	No	\$ -	\$ -	0.000%	0.000%
1	11	Increase graduation rate	No	\$ -	\$ -	0.000%	0.000%
2	1	Targeted Intervention	Yes	\$ 50,000	\$ 50,000.00	0.000%	0.000%
2	2	Assessment of Learning	No	\$ -	\$ -	0.000%	0.000%
2	3	Instructional materials	No	\$ -	\$ -	0.000%	0.000%
2	4	Teacher Support	No	\$ -	\$ -	0.000%	0.000%
2	5	Common Assessment	No	\$ -	\$ -	0.000%	0.000%
2	6	Department Planning Days	No	\$ -	\$ -	0.000%	0.000%
2	7	Meeting the needs of English learners, foster youth, students with disabilities, and low income.	Yes	\$ 200,000	\$ 200,000.00	0.000%	0.000%
2	8	Curriculum/PLC investment	No	\$ -	\$ -	0.000%	0.000%
2	9	Academic Intervention Classes (repeated expenditure, Goal 2, Action 11)	Yes	\$ -	\$ 2,128,016.00	0.000%	0.000%
2	10	Employ Bilingual assistants	Yes	\$ -	\$ -	0.000%	0.000%
2	11	Highly Qualified Teachers	No	\$ -	\$ -	0.000%	0.000%
2	12	Reading MAP Growth (repeated expenditure, Goal 2, Action 11)	No	\$ -	\$ -	0.000%	0.000%
2	13	Math MAP Growth (repeated expenditure, Goal 2, Action 11)	No	\$ -	\$ -	0.000%	0.000%
3	1	Develop and enhance CTE curricula	No	\$ -	\$ -	0.000%	0.000%
3	2	Increase Rigor	No	\$ -	\$ -	0.000%	0.000%
3	3	Prioritize A-G Completion rate	No	\$ -	\$ -	0.000%	0.000%
3	4	Increase college/university partnerships	No	\$ -	\$ -	0.000%	0.000%
3	5	Expand AP services	No	\$ -	\$ -	0.000%	0.000%
3	6	Biliteracy	No	\$ -	\$ -	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	7	PSAT Funding	No	\$ -	\$ -	0.000%	0.000%
3	8	After-hours Counseling Services	No	\$ -	\$ -	0.000%	0.000%
3	9	Early identification of students not meeting A-G	No	\$ -	\$ -	0.000%	0.000%
4	1	Equity Training	No	\$ -	\$ -	0.000%	0.000%
4	2	Cultural Workshops & Experiences	No	\$ -	\$ -	0.000%	0.000%
4	3	Underserved Parent Groups	Yes	\$ -		0.000%	0.000%
4	4	Equity Advisory Committee Expansion & School Plan	No	\$ -	\$ -	0.000%	0.000%
4	5	Student Roundtables	No	\$ -	\$ -	0.000%	0.000%
5	1	Chat with Directors	No	\$ -	\$ -	0.000%	0.000%
5	2	Parent Group Collaboration and input in programs for all students (including low income, foster youth, EL and students	Yes	\$ -		0.000%	0.000%
5	3	School to Home Communications	No	\$ -	\$ -	0.000%	0.000%
5	4	Canvas Parent Signup (repeated expenditure, Goal 5, Action 3)	No	\$ -	\$ -	0.000%	0.000%
5	5	Attendance Notifications	No	\$ -	\$ -	0.000%	0.000%
5	6	Marketing Initiatives	No	\$ -	\$ -	0.000%	0.000%
5	7	Aeries Parent Connection (repeated expenditure, Goal 5, Action 3)	No	\$ -	\$ -	0.000%	0.000%
6	1	Increased Mental Health Support	No	\$ -	\$ -	0.000%	0.000%
6	2	Create Wellness Center	No	\$ -	\$ -	0.000%	0.000%
6	3	Expulsion Rate	No	\$ -	\$ -	0.000%	0.000%
6	4	Drop Out Rate (repeated expenditure, Goal 6, Action 3)	No	\$ -	\$ -	0.000%	0.000%
6	5	Attendance Rate	No	\$ -	\$ -	0.000%	0.000%
6	6	Suspension Rate (repeated expenditure, Goal 6, Action 3)	No	\$ -	\$ -	0.000%	0.000%
6	7	Psychological First Aid Training	No	\$ -	\$ -	0.000%	0.000%
6	8	SEL and Restorative Justice Training to Staff	No	\$ -	\$ -	0.000%	0.000%
6	9	Supervision and Safety	No	\$ -	\$ -	0.000%	0.000%
6	10	Functional Furniture	No	\$ -	\$ -	0.000%	0.000%
6	11	Safe and secure facilities	No	\$ -	\$ -	0.000%	0.000%
7	1	Develop a referral process	No	\$ -	\$ -	0.000%	0.000%
7	2	Comprehensive student attendance system	No	\$ -	\$ -	0.000%	0.000%
7	3	Relocate the Dean 's Office and create a welcoming environment	No	\$ -	\$ -	0.000%	0.000%
7	4	Collaboration with counselors and intervention	No	\$ -	\$ -	0.000%	0.000%
7	5	Absenteeism Rate	No	\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,490,741	\$ 2,490,741	0.000%	100.000%	\$ 2,490,741	0.000%	100.000%	\$0.00 - No Carryover	0.00% - No Carryover







# Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$260,000.00	\$56,000.00		\$29,665.00		\$1,275,526.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Implement Targeted Intervention	\$260,000.00						\$260,000.00
1	3	Professional Development		\$56,000.00					\$206,000.00
2	1	Expand CTE Pathways						\$56,000.00	\$230,298.00
2	2	Support A-G Completion and AP Test Pass Rate						\$0.00	\$500,000.00
2	4	Academic Counseling						\$0.00	\$1,321,117.00
4	5	Implement multi-tiered systems of support				\$29,665.00		\$1,219,526.00	\$5,781,256.00

# 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](mailto: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.

Local Control and Accountability Plan Instructions

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:

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(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.

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- 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 #

- Enter the metric number.

#### Metric

- 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

- Enter the baseline when completing the LCAP for 2024–25.
  - 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.
    - 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

# LCAP 23-24 Annual Update & LCAP 24-25 Highlights

Presented by: Dr. Minita Clark



# Agenda

- LCAP Overview
- LCAP 23-24 Annual Update
- LCAP 24-25 Goals
- LCAP 24-25 Highlights
- Budget Overview



# LCAP Overview

- LCAP = Local Control Accountability Program
- Required by California State Department of Education
- 3-year plan that describes goals, actions, services and expenditures to help students succeed
- Each plan must contain the following:
  - School-wide goals
  - Progress towards meeting the goals
  - Expenditures required to meet the goals (budget)
  - Stakeholder input

# LCAP 23-24 Annual Update Highlights

Goal 1: Students will demonstrate academic growth in ELA, Math, & Science.

- Data shows majority of students are improving in ELA, Math, and Science, with test scores improving by 8-11% from the prior year.
- Data also shows need to focus on subgroups such as students with disabilities, unduplicated, African/American & Latino populations

Goal 2: All students are provided a high-quality education with equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning.

- Successfully identified students in need of academic support
- Working on rebranding study skills classes with focus on research-based strategies such as SEL & standard based instructions to boost student achievement

Goal 3 - All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth

- Increased from 3-4 pathways
- Long term - revamp summer bridge program

# LCAP 23-24 Annual Update Highlights

Goal 4: Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students.

- Making progress towards goal through professional development

Goal 5: All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making.

- Increased efforts made to engage parents

Goal 6: Provide specific support and sufficient and optimal equipment to meet social- emotional, mental health, and physical needs of all students.

- Success of wellness center
- Work in progress on suspension, attendance, and drop-out rates
- Tech working on systems that provide data to administrators

Goal 7: Provide support and optimal equipment to meet the discipline and attendance needs of all students.

- Created clear & formal discipline process
- Re-located Dean's office
- Increased collaboration between Deans & Counselors

# LCAP 23-24 Annual Update Expenditures

LCAP Goal	Expenditures
Goal 1	\$5,244,151
Goal 2	\$21,836,375
Goal 3	\$253,773
Goal 4	\$455,000
Goal 5	\$445,552
Goal 6	\$5,892,829
Goal 7	\$104,000
Total	\$34,231,680

# New LCAP for 2024-2027

- This new LCAP will cover three years and is reviewed, updated, and approved on an annual basis.
- We have combined three of the seven goals from the previous lcap into four goals in the current lcap to eliminate redundancy/overlap.

# LCAP 24-25 Overall Highlights

We recognize the need for more use of data to inform instruction and reflect on instruction. Current data assessment points are MAP, CAASPP, EdGenuity, CFAs, Revision Assistant, and various in-class assessments. During our PLC time, we will incorporate closer review of data and use it to support vertical and horizontal alignment as well as create more equitable instruction for students. LCAP Surveys indicated a greater need for parent involvement as well as marketing outreach. Teachers would like to see clarity with PBIS/discipline and attendance tracking for students.



# LCAP 24-25 Goals w/Focus Areas:

ECRCHS is entering a new 3-year LCAP cycle. Here are the goals identified for the 24-25 cycle:

- 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.

Focus Areas of Goal 1: We will maintain 100% credentialed teachers, increase SBAC scores through various targeted interventions, professional development, data driven instruction, and administrative team support.

- 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

Focus Areas of Goal 2: We will expand CTE Pathways to create opportunities in areas such as Woodworking, Culinary Arts, Video Game Design, etc. Improve A-G and AP test pass rates through targeted interventions and professional development.

# LCAP 24-25 Goals

ECRCHS is entering a new 3-year LCAP cycle. Here are the goals identified for the 24-25 cycle:

- 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.

Focus Areas of Goal 3: We will continue to work towards increasing parent involvement by offering multiple opportunities for parents to participate in their child's learning experience on campus. We will develop ways to ensure parents are utilizing available platforms such as Aeries and Canvas for grades and teacher contact as well as School River for attendance. Our Marketing Coordinator will find ways unique and creative ways to spread the message about ECR's programs, events, and activities to media and community outlets.

- 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, optional equipment.

Focus Areas of Goal 4: We will continue to provide school-based therapist to support stakeholder mental health needs. A PSA (or similar) will be added to address attendance and chronic absenteeism. We will ensure the cleanliness and safety of all school facilities. PBS will be implemented with greater fidelity and clarity for faculty and staff.

# LCAP 24-25 Goal Expenditures

LCAP Goal	Expenditure
1	\$19,031,512
2	\$2,969,415
3	\$473,484
4	\$15,426,811
Total	\$37,901,222



Thank you

Dr. Minita Clark

818-595-7500

[m.clark@ecrchs.net](mailto:m.clark@ecrchs.net)

# Coversheet

## Discussion on Capital Improvements

**Section:** V. School Business  
**Item:** B. Discussion on Capital Improvements  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
V\_B\_Capitalization\_Proposal\_2024-2025 (1).pdf  
V\_B\_2024-2025\_ECRCHS\_Capitalization\_Budget\_Request\_1718982703 (1).pdf

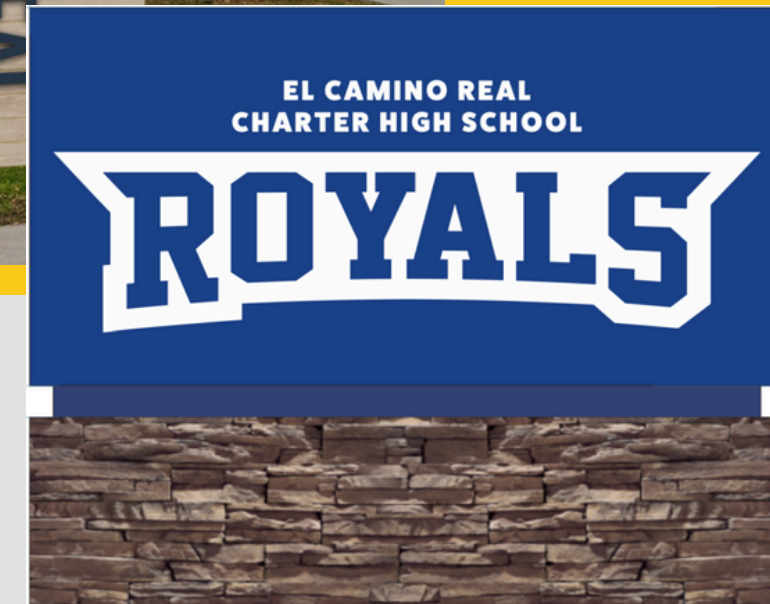


# Capitalization Budget Proposal

2024-2025

# Front Signage/Monument

- Digital Marquee
- Corner and Front Sign
- Lighting



# Main Building Hallways

- A, B, C, and D Hallway
- Paint
- Decor Installation



# Classroom Modernization

- 20 Classroom / Year
- Paint
- Decor



# Student Store

- Paint
- Shelving Organization
- Funding Source (ASB)



# P.E.

- Repair/resurface Blacktop
- Basketball Hoops
- Miscellaneous Repairs



# Tennis Courts

- Resurfacing
- Paint
- Miscellaneous Repairs



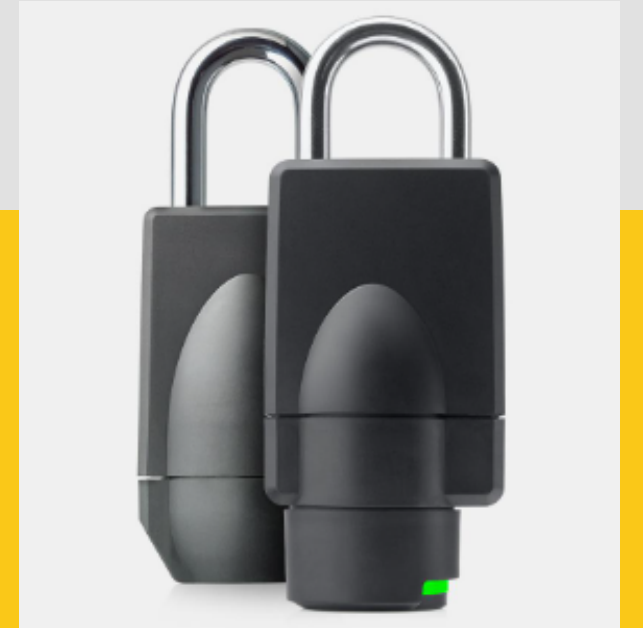
# Stadium

- Paint
- Scoreboard
- Bleachers
- LED Lighting
- Audio (Phase 2)



# School Safety/Security

- Wireless Electric Access Control System



# Facilities

- Paint
- Equipment
- Electric Work Carts



**2024-2025 ECRCHS Capitalization Budget Request**Powered by **Tennis Court**

Name	Status	Cost	Priority
Paint		\$ 18,325.00	Summer
Resurfacing		\$ 67,237.44	Summer
Miscellaneous (repairs)		\$ 5,000.00	Summer
		<b>\$ 90,562.44</b>	

**Main Building Hallways**

Name	Status	Cost	Priority
A Building Furniture and Decor		\$ 40,587.82	Summer
B Building Furniture and Decor		\$ 68,664.72	Summer
C Building Furniture and Decor		\$ 92,607.34	Summer
D Building Furniture and Decor		\$ 27,356.94	Summer
Decor Installation		\$ 85,000.00	Summer
Paint		\$ 73,540.00	Summer
		<b>\$387,756.82</b>	

**Front (Valley Circle) Modernization**

Name	Status	Cost	Priority
Digital Marquee		\$161,413.89	
Corner and Front Monument Sign		\$ 58,129.68	
		<b>\$219,543.57</b>	

**P.E.**

Name	Status	Cost	Priority
Repair/Resurface Blacktop		\$ -	
		\$ -	

**Stadium**

Name	Status	Cost	Priority
Paint		\$ 49,600.00	Summer
Lighting		\$130,000.00	Summer
Bleachers		\$350,000.00	
Phase 2 (Audio)		\$ 40,000.00	Summer
		<b>\$569,600.00</b>	

**Classroom Modernization**

Name	Status	Cost	Priority
Classroom Furniture (20 Classrooms)		\$484,909.84	Summer
Paint (40 Classrooms)		\$240,000.00	Summer
Decor (40 Classrooms)		\$100,000.00	Summer
		<b>\$824,909.84</b>	

**School Safety/Security**

Name	Status	Cost	Priority
Wireless Electric Access Control System,		\$500,000.00	
		<b>\$500,000.00</b>	

**Facilities**

Name	Status	Cost	Priority
Golf Carts		\$ 71,000.00	Summer
Paint - Plant Managers Office		\$ 8,270.00	Summer
Storage Solution		\$ 18,421.32	
		<b>\$ 97,691.32</b>	

**Student Store**

Name	Status	Cost	Priority
Paint		\$ 9,170.00	Summer
Storage Solution		\$ 1,929.16	Summer
		<b>\$ 11,099.16</b>	

**CTE**

Name	Status	Cost	Priority
Paint - S8		\$ 16,860.00	Summer
Paint - S6		\$ 20,000.00	Summer
		<b>\$ 36,860.00</b>	

# Coversheet

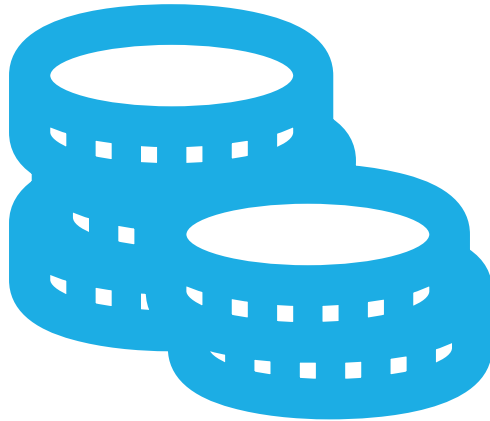
## Discussion and Vote on 2024-2025 Deferred Maintenance Budget

<b>Section:</b>	V. School Business
<b>Item:</b>	D. Discussion and Vote on 2024-2025 Deferred Maintenance Budget
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V.D- 23-24 Estimated Unrestricted Fund Balance projection.pdf

# Components of Ending Fund Balance

## Projected Ending Net Position - \$44,121,324

- Less, net investment in capital assets - \$6,740,588



Components of Fund Balance		
5310 -Cafeteria	\$	116,916.77
5330 -Summer School Cafeteria	\$	217,171.10
5446 - Supply Chain Assistance	\$	86,278.27
6266 - Educator Effectivness	\$	259,311.78
6318 - Anti-Bias Education	\$	96,020.00
6762 - Art/Music Block Grant	\$	1,762,459.00
7028 - Kitchen Infrastructure & Equipment	\$	25,000.00
7032 - Kitchen Infrastucture & Training	\$	192,116.00
7033 - Best Foods Practices	\$	88,516.00
7412- A-G Completion Grant: A-G Access/Success Grants	\$	345,050.00
7413 - A-G Completion Grant: Learning Loss & Mitigation	\$	129,358.00
7435 -Learning Recovery Emergency Block Grant	\$	2,702,302.00
7810 - Ethnic Studies Block Grant	\$	92,653.00
OPEB Contributions	\$	3,275,373.00
Interest from OPEB	\$	246,898.99
Total Restricted Fund Balance	\$	9,635,423.91

- Total Net Unrestricted: \$27,745,312

# Coversheet

## Discussion and Vote the 2024-2025 CharterSAFE General Insurance Contract Renewal

<b>Section:</b>	V. School Business
<b>Item:</b>	E. Discussion and Vote the 2024-2025 CharterSAFE General Insurance Contract Renewal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V._E_-Charter_Safe_2024-2025_2_Year_Comparison__1_of_3_.pdf V._E_-Charter_Safe_2024-2025_Renewal_Proposal__2_of_3_.pdf V._E_-2024-2025_CharterSafe_Executive_Report__3_of_3_.pdf

ECRCHS  
GENERAL INSURANCE WORKERS COMP  
2024-2025

Line of Business	CharterSAFE 23-24	CharterSAFE 24-25	Revised - CharterSAFE 24-25
Commercial Property	Included	Included	Included
Commercial Auto	Included	Included	Included
Commercial Crime	Included	Included	Included
General Liability	Included	Included	Included
Educators Legal Liability (E&O, D&O, EPLI)	Included	Included	Included
Fiduciary Liability	Included	Included	Included
Excess Liability	Included	Included	Included
Cyber Liability	Included	Included	Included
Student Accident	Included	Included	Included
Workplace Violence	Included	Included	Included
Pollution Liability	Included	Included	Included
<b>Total:</b>	<b>\$ 487,438.00</b>	<b>\$ 508,465.00</b>	<b>\$ 481,892.00</b>
Workers Compensation	<b>\$ 208,307.00</b>	<b>\$ 215,307.00</b>	<b>\$ 215,307.00</b>
<b>Total:</b>	<b>\$ 695,745.00</b>	<b>\$ 723,772.00</b>	<b>\$ 697,199.00</b>

Rate and Exposure Comparison			
	23-24	24-25	Percentage Difference
Student Count	3,430	3,050	-12.46%
Payroll	\$ 21,000,000.00	\$ 24,800,000.00	15.32%
Property Values	\$ 6,650,000.00	\$ 6,750,000.00	1.48%
<b>Package Premium</b>	<b>\$ 487,438.00</b>	<b>\$ 481,892.00</b>	<b>-1.15%</b>
Package Rate/Student	\$ 142.11	\$ 158.00	10.06%
<b>Work Comp Premium</b>	<b>\$ 208,307.00</b>	<b>\$ 215,307.00</b>	<b>3.25%</b>
WC Rate	0.99%	0.87%	-14.26%
Total Cost:	\$ 695,745.00	\$ 697,199.00	0.21%

Subject to Change based upon  
actuals



## 2024-2025 Membership Renewal Proposal

*Prepared for:*

**El Camino Real Alliance**

*Coverage Effective:*

**July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM**

California Charter Schools Joint Powers Authority

P.O. Box 969, Weimar, CA 95736

Phone: 888.901.0004

[www.chartersafe.org](http://www.chartersafe.org)

**Issued: June 06, 2024 at 3:30 pm**

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Greg,

CharterSAFE is pleased to present your membership renewal for the 2024-2025 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Dan Berry** at [dberry@chartersafe.org](mailto:dberry@chartersafe.org).

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

#### **REQUIRED SIGNATURES:**

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at [www.CharterSAFE.org](http://www.CharterSAFE.org) using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2024-2025 year!

Thank you,

The CharterSAFE Team

**CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.**

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MEMBER CONTRIBUTION SUMMARY

El Camino Real Alliance

Coverage Effective: July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

<b>Liability &amp; Property Package Member Contribution</b>	<b>\$481,892.00</b>
<b>Core Liability Program</b> <ul style="list-style-type: none"><li>• Directors &amp; Officers Liability</li><li>• Employment Practices Liability</li><li>• Fiduciary Liability</li><li>• General Liability</li><li>• Employee Benefits Liability</li><li>• Educator's Legal Liability</li><li>• Childhood Sexual Assault Liability</li><li>• Law Enforcement Liability</li><li>• Automobile Liability &amp; Physical Damage</li></ul>	<b>Crime</b> <b>Property</b> <b>Student &amp; Volunteer Accident</b>  <b>Additional Program Coverages</b> <ul style="list-style-type: none"><li>• Pollution Liability and First Party Remediation</li><li>• Terrorism Liability and Property</li><li>• Cyber Liability</li><li>• Deadly Weapons Protection</li></ul>
<b>Workers' Compensation &amp; Employer's Liability Member Contribution</b>	<b>\$215,307.00</b>
<b>Total Member Contribution</b>	<b>\$697,199.00</b>

Member can choose one of two payment options when accepting the proposal online

- Payment in Full - \$697,199.00**  
**Installment Plan**
- Deposit (25%) - Due Now - \$174,300.00
  - 9 Monthly Installments - \$58,100.00

**You are currently enrolled in the CharterSAFE ACH program.** The required payment will be processed once a signed proposal is received, based upon the payment option that you have chosen. To make any changes to your enrollment in the CharterSAFE ACH program, or if you have any special payment requests, please email **Pilar Archer** at [parcher@chartersafe.org](mailto:parcher@chartersafe.org).

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

**Proposal Acceptance: Go to [www.chartersafe.org](http://www.chartersafe.org) and sign on to complete the Member Renewal acceptance.**

1. Login to the CharterSAFE website at [www.CharterSAFE.org](http://www.CharterSAFE.org) using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

## EXPOSURES & LOCATIONS

### Mailing Address

5440 Valley Cir. Blvd.  
Woodland Hills, CA 91367-5949

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

<b>Student Count</b>	<b>3,050</b>
<b>Employee Count</b>	<b>231</b>
<b>Annual Estimated Payroll</b>	<b>\$24,800,000.00</b>
<b>Total Insured Value</b>	<b>\$6,750,000.00</b>
Building Value (owned or required to insure)	\$4,700,000.00
Tenant Improvements	\$0.00
Portable Value	\$0.00
Content Value	\$1,350,000.00
Electronic Data Processing (EDP) Value	\$700,000.00
<b>Number of Portables</b>	<b>0</b>

### Scheduled Locations and Breakdown of Exposures

<b>Location ID: 1928</b>	
<b>El Camino Real Charter High School: 5440 Valley Circle Blvd.</b>	
Woodland Hills, CA, 91367	
Leased/Owned: <b>Leased</b>	
<b>Students:</b>	<b>3,050</b>
<b>Employees:</b>	<b>225</b>
<b>Payroll:</b>	<b>24,800,000.00</b>
<b>Total TIV:</b>	<b>2,600,000.00</b>
Building Value:	1,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1,000,000.00
EDP Value:	600,000.00
<b># of Portables:</b>	<b>0</b>

<b>Location ID: 15165</b>	
<b>El Camino Real Charter High School: 7401 Shoup Ave.</b>	
West Hills, CA, 91307-1750	
Leased/Owned: <b>Owned</b>	
<b>Students:</b>	<b>0</b>
<b>Employees:</b>	<b>6</b>
<b>Payroll:</b>	<b>0.00</b>
<b>Total TIV:</b>	<b>4,150,000.00</b>
Building Value:	3,700,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	350,000.00
EDP Value:	100,000.00
<b># of Portables:</b>	<b>0</b>

### Vehicles

**None scheduled.**

## **CORE LIABILITY PROGRAM**

Core Liability Program Coverage Limits: **\$55,000,000** Per Member Aggregate

### Directors & Officers, Employment Practices, and Fiduciary Liability

**Directors & Officers Liability Retroactive Date:** **07/01/2021**  
**Employment Practices Liability Retroactive Date:** **07/01/2021**  
**Fiduciary Liability Retroactive Date:** **07/01/2021**

Coverages	Limits	Deductibles
<b>Directors &amp; Officers and Company Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	\$15,000.00 per <b>claim</b>
<b>Employment Practices Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	\$100,000.00 per <b>claim</b>
<b>Fiduciary Liability</b>	\$1,000,000 per <b>claim</b> and member aggregate	\$0

**Reporting:** Claims must be reported to CharterSAFE as soon as you are made aware of a claim and **not to exceed sixty (60) days after policy expiration**. Coverage is provided on a claims-made basis.

### General Liability

Coverages	Limits	Deductibles
<b>Bodily Injury and Property Damage</b>	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
<b>Premises Medical Payment</b>	\$10,000 per person \$50,000 per occurrence	\$0
<b>Products and Completed Operations</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Fire Legal/Damage to Premises Rented Sublimit</b>	\$1,000,000 per occurrence	\$0
*A list of <i>High-Risk Activities</i> is available at <a href="http://www.chartersafe.org">www.chartersafe.org</a> or you may contact <b>Dan Berry</b> at <a href="mailto:dberry@chartersafe.org">dberry@chartersafe.org</a> / (916) 880-3469.		

### Employee Benefits Liability

Coverages	Limits	Deductibles
<b>Employee Benefits Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Educator's Legal Liability

Coverages	Limits	Deductibles
<b>Educator's Legal Liability</b>	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
<b>Special Education Program Legal Expense Coverage - Reimbursement Sublimit</b>	\$50,000 per occurrence/ aggregate reimbursement sublimit  \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$7,500 per occurrence

## Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date:

**07/01/2021**

Coverages	Limits	Deductibles
<b>Childhood Sexual Assault Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	\$0 if school completes training mandate*  \$100,000 if school does not complete training mandate*
<b>Reporting:</b>	Claims must be reported <b>immediately</b> to CharterSAFE and to <b>not exceed</b> sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
<b>*Training Mandate</b> Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is <b>REQUIRED</b> to be completed by 90% or more of staff <b>no later than September 30th</b> . If coverage begins after July 1, the training must be completed no later than ninety (90) days from when coverage begins. New employees are required to complete the training within six (6) weeks of employment.		

## Law Enforcement Activities Liability

Coverages	Limits	Deductibles
<b>Law Enforcement Activities Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Automobile

Coverages	Limits	Deductibles
<b>Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Auto Physical Damage*</b>	\$2,000,000 per occurrence and member aggregate	\$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	\$50,000,000 per occurrence/ <b>claim</b> and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at [www.selfjpa.org](http://www.selfjpa.org).

**Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.**

**CRIME**

Coverages	Limits	Deductibles
<b>Money and Securities</b>  <b>Forgery or Alteration</b>  <b>Employee Dishonesty</b>  <b>Computer and Funds Transfer Fraud</b>	\$1,000,000 per occurrence and member aggregate	\$2,500 per occurrence

**PROPERTY**

**Perils Include:** Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

**Valuation:** Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence for all other covered perils  <b>Causes of Loss:</b> 1. Water Damage: \$2,500 per occurrence 2. Wildfire: \$10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
Business Interruption	\$10,000,000 per occurrence	\$1,000 per occurrence
Extra Expense	\$10,000,000 per occurrence	\$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: Dan Berry at [dberry@chartersafe.org](mailto:dberry@chartersafe.org). CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith ([kiki\\_goldsmith@ajg.com](mailto:kiki_goldsmith@ajg.com)/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	\$50,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for High-Risk Activities*
Volunteer Accident	\$25,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for High-Risk Activities*
*A list of High-Risk Activities is available at <a href="http://www.chartersafe.org">www.chartersafe.org</a> or you may contact Dan Berry at <a href="mailto:dberry@chartersafe.org">dberry@chartersafe.org</a> / (916) 880-3469.		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher  
18201 Von Karman Avenue, Suite #200  
Irvine, CA 92612

Kiki Goldsmith  
Client Service Executive  
[kiki\\_goldsmith@ajg.com](mailto:kiki_goldsmith@ajg.com)  
949-349-9842

## **ADDITIONAL PROGRAM COVERAGES**

### Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
<b>Pollution Liability and First Party Remediation</b>	\$1,000,000 per pollution condition or indoor environmental condition and aggregate  \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per pollution condition

**Reporting:**

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.

**Coverage is provided on a claims-made basis.**

### Terrorism Liability

Coverages	Limits	Deductibles
<b>Terrorism Liability</b>	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0

**Reporting:**

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.

**Coverage is provided on a claims-made basis.**

### Terrorism Property

Coverages	Limits	Deductibles
<b>Terrorism Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence  See "Exposures & Locations" section for schedule limits	\$1,000 per occurrence

## Cyber Liability

Coverages	Limits	Deductibles
<b>Cyber Liability</b>	\$1,000,000 per <b>claim</b>  \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
<b>Ransomware Sublimits (inclusive with Cyber Liability Coverages)</b>	<p>Qualification Level 1 \$1,000,000 ransom payment sublimit* \$1,000,000 ransomware limit</p> <p>Qualification Level 2 \$500,000 ransom payment sublimit* \$1,000,000 ransomware limit</p> <p>Qualification Level 3 \$50,000 ransom payment sublimit* \$250,000 ransomware limit</p>	<p>Level 1 \$10,000 per <b>claim</b></p> <p>Level 2 \$25,000 per <b>claim</b></p> <p>Level 3 \$50,000 per <b>claim</b></p>

### Reporting:

Claim must be reported to CharterSAFE within sixty (60) days after policy expiration.

**Coverage is provided on a claims-made basis.**

### \*Requirement for Coverage to be in effect:

**Qualification Level 1** - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.

**Qualification Level 2** - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials.

**Qualification Level 3** - Members who did not submit a cyber application and/or do not meet the security requirements.

## Deadly Weapons Protection

Coverages	Limits	Deductibles
<b>Deadly Weapons Protection</b>	\$500,000 per occurrence of a Deadly Weapon Event  \$2,500,000 CharterSAFE Members' Combined Annual Aggregate	\$0

**WORKERS' COMPENSATION & EMPLOYER'S LIABILITY**

Coverages	Limits	Deductibles
<b>Workers' Compensation</b>	Statutory	\$0
<b>Employer's Liability</b>	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

**Auditable:**

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.



# EXECUTIVE REPORT

May 2024



Protecting **Schools**. Promoting **Safety**. Customizing **Insurance**.

*California Charter Schools Joint Powers Authority • A Nonprofit*



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Our Mission

As an insurance pooling JPA, CharterSAFE's mission is to serve as a steward-guardian of school safety by providing our charter school members with a strong understanding of school hazards and approach to risk management.

As a result, members will have a safe and secure environment that promotes a focus on teaching, learning, and student outcomes.

Our Values

- Our organizational values drive the work of our team to best serve the needs of our member schools by:
- Being accountable and taking ownership
  - Collaborating openly
  - Embracing growth mindset
  - Proceeding with heart
  - Channeling positivity into action

## A LETTER FROM THE CEO

CharterSAFE is proud to have served the charter school community in California for 20 years. Since our inception in 2004, created by charter leaders to fill the need for a quality insurance and school safety program at the best rates, the CharterSAFE team continues to be led by our charter school members in meeting relevant insurance and school safety needs of the charter community.

Looking back through our years of partnership, CharterSAFE:

- Built trust and confidence within the charter school community reflected by membership growth from 63 members in 2004 to now 276 members strong.
- Provided Over 800 trainings to members.
- Piloted ten different programs from cybersecurity to anti-bullying to creative loss prevention efforts.
- Assisted in the resolution of 11,558 claims, where our goal is to advocate for fair and equitable resolution of claims on behalf of members.

I am humbled by the trust that our charter school members and the charter community place in us to be your partner in charter school insurance, risk management, and safety. And likewise, we promise to uphold our partnership in serving as your steward-guardian in providing relevant and pragmatic solutions to help you keep your schools safe and your focus on educating the next generation.

**I am proud of the CharterSAFE community.**

Thuy Wong



**Thuy Wong, MPH ARM-P**  
President & CEO  
twong@chartersafe.org

President and CEO

Insurance & Member Services



**Bettina Hooper**  
Managing Director, Insurance & Member Services  
bhooper@chartersafe.org



**Dan Berry**  
Director, Insurance & Member Services  
dberry@chartersafe.org



**Egan Yu**  
Senior Manager, Insurance & Member Services  
eyu@chartersafe.org

## MEET YOUR TEAM

Risk Management



**Karen Bianchini, ARM**  
Managing Director, Risk Management  
kbianchini@chartersafe.org



**Kim Alonzo, ARM-P CSRM CEAS**  
Senior Manager, Risk Management  
kalonzo@chartersafe.org



**Karla M. Ksan, MPA SPHR PHRca SHRM-SCP**  
Director, Human Resources Partner  
ksan@chartersafe.org



**Blair Reese, PHR PHRca**  
Associate Director, Human Resources Partner  
brees@chartersafe.org

Claims Management



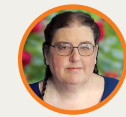
**Daniel Rodriguez, MBA ARM SIP**  
Managing Director, Claims  
drodriguez@chartersafe.org



**Ben Hunter, AINS**  
Manager, Casualty Claims  
bhunter@chartersafe.org



**Susan Diamanti, WCCP**  
Director, Workers' Compensation  
sdiamanti@chartersafe.org



**Susan Mae Washington**  
Assistant, Risk Management & Claims  
mwashington@chartersafe.org

Finance & Technology



**Pilar Archer**  
Managing Director, Finance & Technology  
parcher@chartersafe.org



**Caitlin Knowlton**  
Customer Service/Finance Specialist  
cknowlton@chartersafe.org



**Whitney Delano**  
Managing Director, Operations & Communications  
wdelano@chartersafe.org

Operations & Communications

Broker Consultant



**John Chino**  
Area Senior Vice President  
john\_chino@ajg.com



**Kiki Goldsmith**  
Client Services Executive  
kiki\_goldsmith@ajg.com



**Denise Simpson**  
Area Vice President  
denise\_simpson@ajg.com



**Karen Durlay**  
Client Services Executive  
karen\_durlay@ajg.com

## Board of Directors

**Yvette King-Berg**, Executive Director, Youth Policy Institutes Charter Schools—*Chairwoman*

**Parker Hudnut**, CEO, Inner City Education Foundation (ICEF)—*Vice-Chair*

**Kristin Dietz**, Senior Vice President, EdTec—*Secretary*

**Ted Morris**, Executive Director, Collegiate Charter High School

**Jared Austin**, Co-Founder & Executive Director, Kairos Public Schools

**Jayna Gaskell**, Executive Director, Pivot Charter School

**David Riddick**, CEO, Fenton Public Schools

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# 20 YEARS OF PROTECTING CALIFORNIA CHARTER SCHOOLS

As CharterSAFE celebrates its 20th anniversary, we reflect on two decades of unwavering dedication to serving California's charter school community. Since our founding in 2004, CharterSAFE has been at the forefront of providing comprehensive insurance and risk management solutions tailored specifically for charter schools. Over the years, we have evolved and adapted to meet the evolving needs of our members, piloting innovative programs and providing invaluable support to ensure their safety and success. As we mark this milestone, we extend our heartfelt gratitude to our charter school members, whose trust and partnership have been the driving force behind our journey. We remain committed to serving as your steward guardian, empowering you to focus on what matters most: educating the next generation.

## Let us celebrate members that have been with CharterSAFE since 2004:

- Bullis Charter School
- CHIME Institute
- Eel River Charter School
- Escuela Popular Accelerated Family Learning Center
- Golden Eagle Charter School
- Griffin Technology Academies
- Lewis Center
- Long Valley Charters
- Magnolia Education & Research Foundation
- Multicultural Learning Center
- Pacific Community Charter School
- Plumas Charter School
- Riverside Gateway to College Early College High School
- The School of Arts & Enterprise

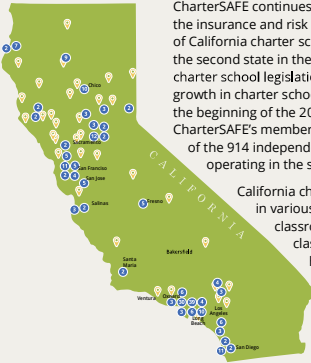


*The Multicultural Learning Center (MLC) has been a partner with CharterSAFE for 20 years making us one of the inaugural schools to become a member! In the beginning it was truly a feeling of "charter safety" to join a group of charter schools in this venture so that we could work together to provide our organizations with necessary safeguards. Over time, it became so much more than an insurance policy—but a true partnership. As rules and requirements evolved, so did CharterSAFE, continuously providing us with coverage, learning opportunities, resources for compliance, and private consultation whenever we need it! In addition to the supports and protections, CharterSAFE has been there for us in times of significant challenge—walking us through the steps and literally holding our hand as we navigated things for the first time—or even the second or third time, knowing that we needed the guidance. CharterSAFE staff are always a phone call away and for an organization with so much at stake to serve a community of learners and their families, we rely on and appreciate that CharterSAFE is there for us.*



—Gayle Nadler,  
Executive Director,  
Multicultural  
Learning Center

# THE CHARTERSAFE COMMUNITY



CharterSAFE continues to lead in meeting the insurance and risk management needs of California charter schools. California, as the second state in the nation to adopt public charter school legislation, has seen significant growth in charter school enrollment. As of the beginning of the 2023–2024 school year, CharterSAFE's membership represents 30% of the 914 independent charter schools operating in the state.

California charter schools come in various forms, including classroom-based, non-classroom-based, and hybrid models. Our membership encompasses a wide range of institutions, from developing schools to conversion

schools and large charter management organizations. These schools are known for their innovation, offering diverse programs such as foreign language emphasis, performing arts, space exploration, and military-focused curricula. CharterSAFE embraces the entrepreneurial spirit of its members and adjusts its risk management practices supporting their unique endeavors.

Moreover, CharterSAFE's membership extends across the state, serving schools from rural to urban areas. This geographic diversity enables our members to spread property risks effectively and secure competitive coverage and rates.

# THE STRENGTH OF A JOINT POWERS AUTHORITY

We, as a Joint Powers Authority (JPA), unite charter schools to collectively manage their shared risks and exposures through self-insurance and group insurance purchasing. Governed by a board of directors comprising of charter school leaders and industry experts, we prioritize our members' needs as we steward the JPA's joint funds.

Though JPAs are not insurance companies, we leverage our expertise in insurance to secure excess and reinsurance, guaranteeing coverage for

high-exposure claims. With a proven record, **JPAs such as CharterSAFE remain the most effective method for schools to obtain insurance**, with 99% of traditional public-school districts utilizing JPAs for this purpose.

Within our JPA, members benefit from risk mitigation through shared loss predictability and trend identification. CharterSAFE assists members in implementing tailored risk management and safety techniques specific to charter schools, thereby reducing the likelihood and cost of losses.

Moreover, we provide personalized claims management services, ensuring consistent advocacy for our members throughout the claims process. With our dedicated claims team, we uphold CharterSAFE's values and prioritize our members' interests at every stage.

As a member of CharterSAFE, your needs are our top priority. We are committed to safeguarding your interests and advocating for the best outcomes for our membership.

# TODAY'S INSURANCE MARKET

We are witnessing a continued hardening of the California insurance market; that means carriers are offering coverage at lower maximum limits with higher premiums and scrutinizing more carefully as to who they insure. You may have already noticed an impact on your personal auto or homeowner's policies. However, the impact on CharterSAFE and its members is modified by the large critical mass we bring to the market. Additionally, the insurance industry views pools as safer and more secure than "stand-alone" schools, allowing CharterSAFE to negotiate cost-effective premiums while maintaining our most important coverages intact, such as Childhood Sexual Assault (CSA), Employment Practices Liability (EPL), and Property insurance.

Even better news: Workers' Compensation rates and costs continue to remain stable. Our proactive efforts in training on CSA prevention and human resources best practices are paying off as we can negotiate much more stable rates when the market is still volatile. We also expect a calming of the cyber liability market for those with strong data protection measures in place.

To secure the highest levels of insurance protection, carriers demand that at least four areas of protection be in place:

1. Multi-factor authentication (MFA)
2. Duplication of data stored in different servers and locations and only accessible via separate credentials outside of Active Directory.
3. Endpoint-to-endpoint encryption (EDR)
4. Staff training (e.g., phishing campaigns and password protection)

As a JPA, CharterSAFE offers purchasing power on a scale that would not be feasible to obtain insurance independently even in the best of markets. We procure the limits necessary to protect against the most expensive claims, ensuring your school is protected with liability limits of \$55M and property coverage at replacement cost. Our coverage meets the most stringent authorizer insurance requirements.

Insurance coverage gaps occur when there is a primary limit in coverage, followed by an uncovered layer before any excess insurance takes effect. These gaps can expose a school to millions of dollars in liabilities, putting its financial stability—and even its existence—at risk. Other gaps may occur in a policy with "exclusions" limiting coverage. We have seen many insurance quotes and policies with both types of coverage gaps.

At CharterSAFE, we ensure that you do not have gaps in coverage. We know the market is putting a lot more schools in jeopardy as Property, EPL, and CSA limits are being reduced by insurance companies.

Gap example:



Another risk is having too low of limits to protect in the event of a high exposure loss.

Low limit example:



Below is a chart of coverages that CharterSAFE provides that are often excluded or not covered through traditional insurance.

Coverage	
Sexual Assault • Directors' and Officers • Employee Dishonesty • IEP • Student Accident • Deadly Weapons	
CharterSAFE	The Competition
<ul style="list-style-type: none"><li>• Does not exclude prior knowledge</li><li>• Provides defense for Board members that are named individually in a lawsuit</li><li>• Provides coverage for embezzlement</li><li>• Provides IEP defense coverage</li><li>• Does not exclude contact sports</li></ul>	<ul style="list-style-type: none"><li>• Does not cover authorizers as additional insureds as required by authorizing MOU</li><li>• Limit Coverage by "prior knowledge" endorsement</li><li>• No coverage for individual Board members if separately named in a lawsuit</li><li>• Theft only—no embezzlement</li><li>• No coverage for IEP</li><li>• Excludes contact sports</li></ul>

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# NAVIGATING THE INSURANCE LANDSCAPE

As we look at the current landscape in the hard insurance market, membership in a JPA is more secure than ever. JPA's bring buying power through scale with excess and reinsurance carriers. Individual insurers do not have the capacity to offer the variety of coverages necessary to appropriately protect your school's assets, leaving you with the burden of shopping for multiple products and vendors. At CharterSAFE, we provide a complete package of insurance coverage. Also, the limits and broad coverage provided are critical to protecting your school assets in the event of a severe claim.

CharterSAFE believes our members deserve to make quality, informed decisions on their insurance and risk management services. Here are five crucial questions to ask to guide our members through this hard market:



- 1. Type of Coverage:** What coverage exists for my board of directors, staff, students, and financial assets? Some policies only cover the board; board members can be brought into suits as individuals, and coverage should be extended to them as individuals.
- 2. Coverage Limits and Deductibles:** Are the limits authorizer compliant? Are they enough to cover common types of claims for schools? Each authorizer will have required minimum limits; many insurance companies may not meet these minimum requirements. The size of the school should not determine the size of your limit. A small school can be found liable for nuclear verdicts too. Be careful as to the valuation limits of your property coverage, limits provided for EPL, and CSA limits and exclusions. The Insurance industry is taking away or severely limiting coverage on all these perils.
- 3. Terms, Conditions, and Exclusions:** What is not included, and how does that impact how your school is protected? This helps identify gaps in coverage that might be unexpected and costly if a loss were to occur.
- 4. Stability and Track Record of Insurer:** How long has the insurer written charter school-specific insurance? Do they insure other charter schools?
- 5. Included Services:** What are the risk management, human resources, claim advocacy or claims management, and loss control services offered? What are the cost implications of any additional services offered?

# COVERAGES THAT PROTECT

At CharterSAFE, we understand the indispensable role insurance plays in shielding against unforeseen events. Our pride lies in our comprehensive approach, combining self-insurance, commercial insurance, and reinsurance to provide our members with the necessary coverage and limits for safeguarding their financial stability.

Through these integrated measures, we endeavor to mitigate exclusions that could catch our members off guard during challenging times, alleviating the financial strain on their resources. Our goal is to offer peace of mind and steadfast protection, empowering our members to confront challenges with assurance.

Within our insurance framework, a retention layer of self-insurance is integral. Here, smaller claims are covered, enabling us to champion our members' interests and speed up claims resolution cost-effectively. Our experienced claims team wields considerable influence over claims within this layer. Should claims costs surpass this first layer, excess and reinsurance mechanisms come into play. We tirelessly negotiate optimal rates and coverage terms with a spectrum of carriers to ensure the best outcomes for all members.

In today's litigious climate, characterized by soaring jury verdicts, settlements, and the looming threat of property losses such as those seen in the California wildfires, the imperative of adequate insurance limits and coverage cannot be overstated. CharterSAFE offers the following coverages to its members:

Workers' Compensation and Employer's Liability	Pollution/Environmental
Childhood Sexual Assault Liability	Cyber Liability
Auto and General Liability	Student Accident
Directors and Officers Liability	Volunteer Accident
Employment Practices Liability	Educator's Legal Liability
Fiduciary Liability	Employee Benefits Liability
Property	Law Enforcement Liability
Terrorism Liability and Property	Deadly Weapons Protection
Crime	IEP Defense



## CHARTERSAFE NATIONAL

As the California insurance market made it more challenging to obtain effective coverage with appropriate limits, CharterSAFE explored options to sustain its offerings at an affordable price. Specifically, it is becoming increasingly difficult to find carriers to provide adequate coverage and limits for CSA. Thus, in June of 2022, CharterSAFE created CharterSAFE National, a nonprofit insurance captive exclusively serving CharterSAFE and our members.

An insurance captive is an insurance company wholly owned and controlled by its insureds (CharterSAFE membership) to provide insurance coverage not available in the traditional market at a reasonable cost. CharterSAFE used this option to provide coverage for the first layer of insured coverage for

CSA. CharterSAFE National continues to be available as an option to other layers of coverage that become unreachable and/or wherein we may want more claims control.

A few advantages of using our captive include:

- Stability in pricing and availability
- Options to work outside the commercial marketplace
- Achieve risk financing objectives
- Increase control over the program and claims
- Potential broader coverage
- Improved cash flow

## EMPOWERING CA CHARTER SCHOOLS BEYOND INSURANCE

CharterSAFE stands as the sole JPA exclusively dedicated to serving California charter schools. Your membership grants access to an insurance and risk management program meticulously tailored to address the dynamic needs of California charter schools—it is more than just insurance.

Our expert team specializes in proactively identifying charter school trends, developing, communicating, and supporting members in establishing and implementing safety precautions.

Members benefit from unparalleled accessibility to a team well-versed in human resources, risk management, claims management, loss control, and more. In addition to the risk management support below, our members received emails and calls addressing individual school needs.

*In the past year alone, CharterSAFE members have leveraged twelve webinars, participated in 3,544 trainings, received over 725 hours of personalized HR consulting, and accessed 192 hours of risk management support.*

At CharterSAFE, we prioritize cultivating personal relationships with our members and collaborating in partnership to address their challenges. Our resources extend beyond traditional insurance support, surpassing the impersonal hotline experience commonly found elsewhere.

CharterSAFE stands by its members before, during, and after an unfortunate event or a claim. Our dedicated team of claim specialists serves as advocates for our members, collaborating with them, third-party claims administrators, and insurers to foster a proactive and collaborative approach to claims handling. Our goal is to educate our members on the claim handling process and ensure they receive the support and assistance they need at every stage. To further educate our members, CharterSAFE's webpage provides additional resources and information regarding the claim process.

## SERVICES SPOTLIGHT

### Human Resources Certification

CharterSAFE's most utilized service is our human resource consulting. We have two human resource consultants on the team with extensive California experience who guide our members through their employee-related matters. They provide guidance and education until such a time an employment attorney may be recommended. Additionally, they offer personalized training throughout the year.

Completed in 2023, CharterSAFE now offers your staff free professional development by allowing them to earn our Human Resources Certification. Your staff will learn about California charter-specific HR best practices and can earn their CharterSAFE Human Resources Certification in less than one year through ten mandatory courses and two elective courses. These courses are offered online, on-demand, and are self-paced. [Click here](#) to see a list of all our courses.

### Risk Control Evaluation

CharterSAFE developed a Risk Control Evaluation process that provides feedback to members regarding their safety and loss control practices. These customized reports complement loss control and safety objectives at member locations. This year, we completed twenty-two customized Risk Control Evaluation reports. We are continuing this endeavor to enhance your knowledge on school hazards and approach to risk management specific to your school site.

“

*CharterSAFE goes well beyond providing risk management services and coverage. They care about our success and ensuring we have a strong knowledge base about what is important to successfully run our organization. When things get rough, they are always there to help us navigate the storm.”*

— Jayna Gaskell,  
Executive Director,  
Pivot Charter Schools

”

### Executive Salary Survey

To support the California charter school community, CharterSAFE is conducting another Executive Salary Survey. While compensation consultants typically charge thousands of dollars for a single position salary survey, we are uniquely positioned to collect 2023-2024 data and disseminate a robust report as a free resource for our members.

### Wildland Fire Risk Assessment Report

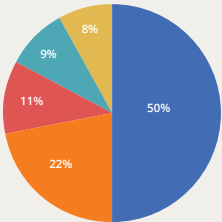
With the increased risk of wildfires in California, CharterSAFE took a proactive approach to assist members who were in high-risk wildfire zones. We completed 13 Wildland Fire Risk Assessment reports and communicated with members ways to mitigate their exposure empowering them with actionable insights to enhance their wildfire preparedness and safeguard their school communities.

# UNDERSTANDING FREQUENCY AND SEVERITY IN CLAIMS

CharterSAFE's deep understanding of the risk trends for charter schools is unsurpassed. When analyzing trends, we examine both frequency and severity. Claim frequency and severity are fundamental concepts in the insurance industry. They serve as crucial metrics for measuring and predicting the level of risk associated with insuring certain types of events or property.

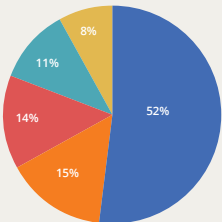
**Frequency.** Claims of frequency are claims that occur often and are common. They are less in value and resolve more quickly. By identifying these claim trends, CharterSAFE can recommend proactive and realistic strategies to reduce the number of claims at your school.

**Severity.** Severity are those claims that happen less frequently but are very costly. Less than 20% of claims will account for more than 80% of your dollars. For these claims, CharterSAFE develops mitigation techniques for schools to reduce the chance of these claims occurring as well as mitigation techniques that will help reduce the cost of these claims.



Workers' Compensation Frequency by Cause  
Top 5 (PY 2019-2023)

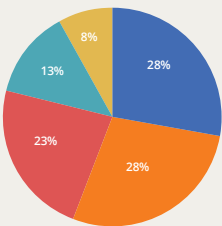
- Slip, Trip, Fall
- Struck or Injured by Student
- Lifting
- Cumulative Trauma
- Stress Exposure



Workers' Compensation Severity by Cause  
Top 5 (PY 2019-2023)

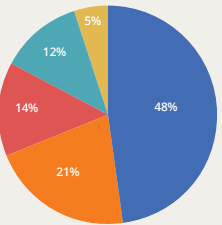
- Slip, Trip, Fall
- Cumulative Trauma
- Lifting
- Stress Exposure
- Struck or Injured by Student

The above graphs show the **top five causes of injuries by frequency of claims reported** and the **top five causes of injury based on severity** in claim dollars. As shown in the graphs above, the frequency and severity of workers' compensation are closely aligned. Looking at the severity graph, Stress Exposure, although not a highly reported cause of injury, accounts for 11% of claim costs in the top five.



Claim Frequency Property and Liability  
Top 5 (PY 2019-2023)

- General Liability
- IEP Due Process Defense Costs
- Commercial Property
- Employment Practices Liability
- Auto (1st Party)



Claim Severity Property and Liability  
Top 5 (PY 2019-2023)

- Sexual Abuse
- General Liability
- Employment Practices Liability
- Commercial Property
- IEP Due Process Defense Costs

The above two graphs illustrate the **top five causes of injuries by frequency of claims reported, and the top five causes of injury based on severity** in terms of claim dollars. Notably, Sexual Abuse claims, though infrequent, are severe in nature. As depicted on the above graph, while they account for only 4.1% of reported claims, they constitute a significant 48% of the total incurred.



Employers can reduce stress claims by implementing comprehensive workplace wellness programs and promoting a supportive and open work environment where employees feel comfortable addressing their concerns. Additionally, providing resources for stress management techniques and fostering work-life balance can contribute to mitigating stress-related claims.

# TRENDING RISKS AND CHARTERSAFE'S TARGETED SUPPORT

## Childhood Sexual Assault

CharterSAFE has identified CSA as a significant risk trend in the past two years. Rightly so! The reporting of these claims is on the rise, accounting for 48% of our loss dollars. It is an undeniable fact that sexual assault is an epidemic demanding our full attention. Since 2010, CharterSAFE and its reinsurers have paid or reserved over \$45,000,000 for CSA claims. Not only is the cost of these claims skyrocketing, but so is the exposure.

On January 1, 2020, AB 218 went into effect, extending the statute of limitations to bring forth a civil claim for CSA from the age of 26 to 40. Consequently, even in charter schools, we have seen an onslaught of reported claims dating back several years making it difficult to investigate.

This past year, the Governor signed Assembly Bill 452, which lifts all statutes of limitations for all CSA claims on a go-forward basis. For CharterSAFE members who have had CSA coverage outside of CharterSAFE, we highly encourage you to locate and retain your coverage records to be prepared in the event of a loss.

We continue to witness large verdicts for these claims impacting the K-12 school community, including precedent with verdicts exceeding \$100M. Verdicts have deemed the school 100% liable while the perpetrator received 0% liability. If any negligence is found, the school is likely to bear the entire cost. Unlike school districts that can go into receivership, charter schools lack protections when verdicts exceed their insurance limits, leaving them particularly vulnerable to closures in these scenarios.

It is more critical than ever that our members report suspected CSA and take every precaution possible to prevent it. These proactive actions not only provide plausible defenses against allegations but can also help negotiate more favorable insurance terms and costs. It should also be noted that law enforcement and the courts are now actively taking legal action against mandated reporters who fail to report.

**SUPPORT.** CharterSAFE wants to protect the children and help you prevent CSA from occurring at your school. As part of our commitment, we provide a mandatory CSA Prevention Training program for our members' staff. This proactive risk management approach fosters a zero-tolerance culture within our schools, and equips staff with the language, awareness, and confidence to speak up in suspicious situations.

CharterSAFE is dedicated to assisting our members in mitigating this exposure and recommends the following actions:

- If you have not already done so, adopt a robust Staff/Student Interaction Policy (we have a template available), train your staff, and vigorously enforce it.
- Comply with Ed Code 44050, which requires schools to provide parents with a copy of the Staff/Student Interaction Policy (it can be included in the parent handbook) and on your website if you have one, to offer parents, the tools to identify grooming behaviors and other "red flag" indicators. This is a useful tool for parents who are often the first line of defense, especially when they check their child's social media or phone activity.



- Add the mandatory "CharterSAFE: Childhood Sexual Assault Prevention Training" module to your annual staff training. This no-cost training can be accessed through Vector Solutions . When 90% or more of a member's staff completes the training, the \$100,000 deductible is waived.
- Access the voluntary "Boundaries —Sexual Abuse Prevention" training for parents and guardians. Reach out to CharterSAFE for your specific URL and password that your charter school can provide to parents and guardians.
- Take advantage of the STOPit Anonymous Reporting System offered at no cost to our members.

## Employment-Related Claims Including Wage & Hour Violations

Most liability for a school arises out of the mishandling of an employment-related situation. Allegations of employment discrimination, wrongful termination, retaliation, and wage and hour violations continue to vex charter schools. As demonstrated in the charts above, claims arising from negligent employment practices account for over 14% of the total incurred over the last 10 years, and the trend is rising.

Like several other lines of insurance, this is another area of coverage in which the insurance marketplace has dwindled and become more restrictive. These claims are exceptionally costly when they involve back wages, unpaid meal, and rest breaks, or payroll processing violations. EPL violations that go undetected for an extended period can cost your school millions. While the coverage is designed to offer defense coverage, it does not pay for fines, penalties, and back wages. The related fines, penalties, and back wages are uninsurable, while deductibles can be substantial, adversely affecting your budget.

**SUPPORT.** Qualified human resource expertise is an absolute necessity for guidance. CharterSAFE offers no-cost advisory services through our dedicated HR consulting team to help your organization manage personnel.

## Cyber

The key elements of cyber risk are breaches of computer networks and the ramifications of unauthorized access to sensitive data. Ransomware is malicious software that invades a computer system and holds the data hostage until a considerable sum of money is paid; this is quite common for schools and many other sectors.

Unfortunately, without proper protection, victims often have no choice but to pay the ransom and try to figure out what data has been compromised. This growing threat has caused insurance carriers to offer minimal to no coverage to those who do not have the required security in place. Underwriting scrutiny will continue, and applications signed by your IT personnel affirming what data protection is in place is required.

**SUPPORT.** CharterSAFE educates our members on ransomware and the ramifications of unauthorized access to sensitive data. Our Risk Management team stays on top of the changing threats that our schools face.

FINANCIALLY  
STRONG FOR  
20 YEARS

At CharterSAFE, our foremost priority is ensuring your school's funding is maximized for the benefit of students. That is why we keep administrative costs minimal, at only 13% of contributions this year. The remaining 87% goes directly towards providing insurance coverage and support when needed most.

Our multi-year financial records, shown in the chart below, demonstrate our ongoing commitment to financial transparency and operational effectiveness to our members so you can feel certain that your funds could be put to effective use toward your school's mission of educating students. As we know, every dollar counts towards educating children.

Financial Position

Fiscal Year	19/20	20/21	21/22	22/23 Consolidated	23/24 Consolidated Projected
Operating Revenues:					
Member contributions	\$ 26,840,795	\$ 35,419,395	\$ 40,540,627	\$ 47,795,502	\$ 48,250,000
Operating Expenses:					
Net claims expense	\$ 12,530,201	\$ 4,774,351	\$ 14,665,030	\$ 24,196,058	\$ 15,800,000
Excess & reinsurance insurance premium	\$ 11,249,144	\$ 14,311,043	\$ 16,356,660	\$ 21,527,783	\$ 23,617,308
General & administrative	\$ 2,000,313	\$ 2,285,459	\$ 2,642,846	\$ 3,012,476	\$ 2,861,807
Claims administration & risk management	\$ 2,252,418	\$ 2,269,518	\$ 2,806,712	\$ 2,782,073	\$ 3,269,634
Member dividend - COVID Rebate		\$ 482,080	\$ 1,715,002		
Total Operating Expenses:	\$ 28,032,076	\$ 24,122,451	\$ 38,186,250	\$ 51,518,390	\$ 45,548,749
Operating Income (Loss)	\$ (1,191,281)	\$ 11,296,944	\$ 2,354,377	\$ (3,722,888)	\$ 2,701,251
Non-Operating Revenues:					
Interest & miscellaneous income	\$ -	\$ -	\$ 47,145	\$ -	\$ 17,194
Investment income	\$ 827,755	\$ 90,785	\$ (788,683)	\$ 342,587	\$ 1,255,000
Total Non-Operating Income:	\$ 827,755	\$ 90,785	\$ (741,538)	\$ 342,587	\$ 1,272,194
Increase (decrease) in net position	\$ (363,526)	\$ 11,387,729	\$ 1,612,839	\$ (3,380,301)	\$ 3,973,445
Net position, beginning of year	\$ 7,539,431	\$ 7,175,905	\$ 18,563,634	\$ 20,176,473	\$ 16,796,172
Net position, end of year	\$ 7,175,905	\$ 18,563,634	\$ 20,176,473	\$ 16,796,172	\$ 20,769,617
Cash Balance	\$ 6,728,699	\$ 11,220,322	\$ 14,631,167	\$ 19,406,589	\$ 18,400,000
Investments	\$ 25,783,665	\$ 27,992,413	\$ 30,377,105	\$ 32,201,727	\$ 41,025,000
Total Liquid Assets	\$ 32,512,364	\$ 39,212,735	\$ 45,008,272	\$ 51,608,316	\$ 59,425,000
Actuarial Estimated Outstanding Losses— 90% Confidence Level	\$ 29,136,025	\$ 22,946,399	\$ 31,639,308	\$ 48,791,868	\$ 54,000,000
Surplus in Excess of 90% Confidence Level	\$ 5,562,245	\$ 18,581,388	\$ 20,074,323	\$ 6,509,215	\$ 8,525,000

While insurance challenges face many schools, CharterSAFE remains financially prepared to support our members. Through proactive risk management services, we aim to prevent potential issues and guide schools through daily operations. When unexpected situations do arise, our stability ensures members can focus on their core mission of educating students, not financial burdens. As an advocate for charter education, CharterSAFE is committed to helping schools succeed both before, during, and after challenging situations occur.

## MEMBER CONTRIBUTION

Member contributions are meticulously determined, considering several factors. These include, but are not limited to, each member's size, property, scheduled autos, employees, exposures, and loss history. We also consider the members' ability to implement safety precautions. This comprehensive approach ensures that the members' contribution for the self-insured layer of coverage is fair and reflective of their specific circumstances. CharterSAFE, under the leadership of Thuy Wong, President and CEO, and John Chino, our insurance broker at Gallagher, diligently negotiates for the best possible rates while maintaining protective coverage.

In summary, member contributions consist of the self-insured layer rate, which is actuarially determined, along with member-specific credits or surcharges based on specific losses and risk management considerations, the excess rates from insurance carriers negotiated for all members and operating costs. There is no commission, consulting fees, or profit margin.

### EXPOSURES



An assessment is a security measure triggered when a JPA or the mutual insurance company has insufficient reserves to pay for claims. In our 20-year history, CharterSAFE has never had an assessment! Even so, some opportunistic insurance agents try to use an assessment as an acceptable tactic when soliciting. Within our JPA structure, the possibility of an assessment impacting membership is extremely remote. To minimize any likelihood of an assessment, we proactively put two crucial protections in place:

- 1. Security for "severity" risk** —CharterSAFE has a protected excess and reinsurance structure to hedge risk using multiple highly rated insurers. This layer of coverage protects the JPA in the event of significant loss exposure.
- 2. Security for "frequency" risk** —CharterSAFE's funding strategy includes a well-funded loss reserve to absorb claims for each annual period and on an aggregated basis over a period of years for open claims. This strategy is designed to protect against a large number of small or medium-sized claims impacting pooled retention.

## RESERVES

AON Actuarial Services reliably calculates the recommended funding level for CharterSAFE's loss reserve each year using CharterSAFE's comprehensive 20-year historical record. It is compiled and analyzed to ensure adequate funding for the loss experience predicted for the upcoming policy period. This is the same methodology insurance companies use in the traditional marketplace without adding profit, commission, or broker fees.

CharterSAFE, acting as a reliable financial steward on behalf of our members, utilizes the recommended actuarial rate at a 75% confidence level. This rate, also known as the actuary's 75% certainty of funding, all claims for the year, is used for our pooled retention layer. It covers both short-term and future claims that have been incurred but have not yet been reported. This prudent management of funds serves to safeguard CharterSAFE members from potential assessments.

Finally, we calculate losses for all years, beginning with the first policy period of the JPA (2004-2005) through the present-day funding for past liabilities that will come due. This provides a second look, whereby the actuary revalues the open claims to a 90% confidence factor.

Over the course of our 20-year operation, CharterSAFE has demonstrated financial resilience. We have accumulated \$6.5 M in member equity, even after disbursing current claims and setting aside funds for past and future claims. This has been achieved by adhering to the 90% confidence factor funding requirement as of 6/30/2023, providing a robust financial foundation for CharterSAFE.





YOU SPOKE  
AND WE  
LISTENED

At CharterSAFE, we're dedicated to actively enhancing our services to meet your needs as a member. By attentively listening to your feedback, we continually adapt to meet your evolving needs. Throughout each policy year, we conduct two surveys to gather insights from our membership base. In the fall, our focus is on gauging your well-being and assessing the efficacy of our support systems. In the spring, we delve deeper, seeking your perspectives on risk management comprehension and school hazards awareness.

Your input remains pivotal in shaping the path of CharterSAFE's services and support. Your voices guide our strategies as we strive to remain responsive to your concerns. Last year, you highlighted areas of emphasis such as social emotional well-being of staff along with safety topics related to student behavior and active shooter. In response, we curated tailored resources, including webinars and training sessions on mental health in the workplace and partnered with some of our vetted vendors on student safety and deadly weapons. We are unwavering in our commitment to providing resources that align precisely with your evolving requirements.

As we move forward, we eagerly anticipate our continued collaboration to ensure the safety and success of all our members. Together, we can navigate challenges, foster resilience, and cultivate environments conducive to growth and achievement.

“

*I think just knowing that you are insuring us takes a big weight off my mind.*

*CharterSAFE has always provided great support to our school.*

*I appreciate your availability and willingness to tackle any issue that the school may be experiencing head on.*

”

PARTNERING FOR  
SCHOOL SUCCESS  
WITH CHARTERSAFE

Your primary focus should be on student learning, not on becoming an insurance and risk management expert. That is where we step in.

With 20 years of specialized experience in pooled insurance and proactive risk management services tailored specifically for California's charter schools, CharterSAFE understands your unique needs. We are your hands-on partner, offering movement-wide insurance and risk management expertise that schools often lack access to or the budget to afford in-house. It is more than just an insurance policy—it is a membership that provides access to services designed to elevate your school's knowledge in risk management and safety.

Contact our team today for personalized support as your school gears up for the upcoming academic year. Visit the CharterSAFE website at [www.chartersafe.org](http://www.chartersafe.org) for our contact information and to discover how we can empower you to make informed decisions that align with your organization's needs. Together, let us navigate your insurance coverage and risk management services with confidence, ensuring a smooth and successful journey ahead.





Protecting **Schools.**

Promoting **Safety.**

Customizing **Insurance.**

888.901.0004

[chartersafe.org](https://chartersafe.org)

[info@chartersafe.org](mailto:info@chartersafe.org)

# Coversheet

## Discussion and Vote for the 2024-2025 Budget Approval

<b>Section:</b>	V. School Business
<b>Item:</b>	G. Discussion and Vote for the 2024-2025 Budget Approval
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V.G_- _24-25_Adopted_Budget_Draft_06.14.24_1.pdf V.G_2024-2025 Adopted Budget Presentation.pdf

2023-2024 Estimated Actuals 2024-2025 Adopted Budget (Draft)

		2022-2023 Unaudited Actuals	2023-2024 Adopted Budget (Approved, 6/23/23)	2023-2024 Second Interim Projections, 1/31/24	2023-2024	2023-2024	2024-2025 Adopted Budget (Draft)			Comments
Enrollment						3,162	2,937			Lower Enrollment for 24/25 (150) projected
ADA						2,941	2,731			P-2 ADA Report 23/24 & 93% attendance yield
Per Student funding						\$ 12,981.89	\$ 13,323.00			Rev. LCFF Rate from FCMAT- 5/31/24
	Obj Code	Total	Total	Total	Actuals to Date 5/31/24	Estimated Actuals	Unrestricted	Restricted	Total	
<b>A. Revenues</b>										
LCFF/Revenue Limit Sources										
State Aid	8011	23,844,037	19,437,747	17,710,777	13,837,659	16,509,408	25,548,003		25,548,003	05.31.24 - FCMAT Calc Projection
Education Protection Act	8012	3,139,278	11,911,772	10,865,959	9,033,725	10,582,147	545,859		545,859	05.31.24 - FCMAT Calc Projection
State Aid (Prior Years)	8019	1,858,473	-	-	(135,498)				-	
In Lieu of Propety Tax	8096	11,664,307	10,563,822	10,340,493	10,858,401	11,085,077	10,295,941		10,295,941	\$3,769.46/ADA (April RSA)
<b>Total, LCFF/Revenue Limit Resources</b>		<b>40,506,095</b>	<b>41,913,341</b>	<b>38,917,229</b>	<b>33,594,287</b>	<b>38,176,632</b>	<b>36,389,803</b>	<b>-</b>	<b>36,389,803</b>	<b>-4.7%</b>
Federal Revenues										
Special Education - IDEA	8181	842,178	779,024	717,263	738,249	781,007		725,408	725,408	\$265.58/ADA (APRIL LAUSD RSA)
Child Nutrition - Federal	8220	770,071	797,854	391,810	286,334	379,000		360,346	360,346	Reduced for Lower meals served (lower by 5%)
Donated Food Commodities	8221	29,834	34,000	-	11,886	11,886		20,000	20,000	
Other Federal		-	-	-					-	
Title I	8290	440,047	385,058	361,207	273,699	361,207		361,207	361,207	Per CDE 4/30/24 - keeping revenue flat for 24/25 FY
Title II	8290	76,984	76,141	67,068	18,899	67,068		67,068	67,068	Per CDE 4/30/24 - keeping revenue flat for 24/25 FY
Title III - English Learners	8290	8,382	6,005	-					-	Not Applying on CON APP, not enough Students
Title IV	8290	30,206	29,545	29,665		29,665		29,665	29,665	Per CDE 4/30/24 - keeping revenue flat for 24/25 FY
Perkins	8290	56,173	56,173	56,173	23,698	59,215		56,000	56,000	Per CTE consultant
ELC COVID Testing Award	8290	140,120	-	-					-	
ESSER I (COVID-19 Grant)	8290	-	-	-					-	
ESSER II (COVID-19 Grant)	8290	1,155,828	-	-					-	
ESSER III (COVID-19 Grant) (3213)	8290	335,816	1,179,433	1,099,207	909,982	1,099,207			-	Must be spent by 9/30/24
ESSER III - 20% reserve for learning loss (3214)	8290			493,648	-	493,648			-	Must be spent by 9/30/24
GEER (3215)	8290	57,063	-	-					-	
ELO ESSER II State Reserve (3216)	8290	353,713	-	-					-	
ELO GEER II (3217)	8290	81,180	-	-					-	
ELO ESSER III State Reserve Emergency Needs (3218)	8290	-	170,580	170,580	117,645	170,580			-	Must be spent by 9/30/24
ELO ESSER III State Reserve Learning Loss (3219)	8290	29,162	368,318	368,318	353,034	368,318			-	Must be spent by 9/30/24
Learning Loss & Mitigation (CRF)	8290	-	-	-					-	
Learning Loss & Mitigation (GEER)	8290	-	-	-					-	
Child Nutrition - Supply Chain Assistance (5466)	8220	19,824	86,278	111,348	111,348	111,348			-	
American Rescue Plan - Homeless Children & Youth (5634)	8290	7,132	-	-					-	
LEA Medi-Cal Billing	8590	54,757	-	-					-	
NJROTC	8290	129,200	136,723	136,723	86,260	136,723	136,723		136,723	
<b>Total, Federal Resources</b>		<b>4,617,669</b>	<b>4,105,132</b>	<b>4,003,010</b>	<b>2,931,034</b>	<b>4,068,872</b>	<b>136,723</b>	<b>1,619,694</b>	<b>1,756,417</b>	

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	Obj Code	Total	Total	Total	Actuals to Date 5/31/24	Estimated Actuals	Unrestricted	Restricted	Total	
Other State Revenues										
Child Nutrition - State	8520	1,155,907	1,338,854	1,180,837	945,205	1,180,837	1,121,795		1,121,795	5% reduction in revenue, tied to reduction in ADA
Mandated Cost Reimbursement	8550	166,604	175,474	176,907	176,907	176,907	152,932		152,932	\$55.59/ADA
State Lottery (Non Prop 20)	8560	816,059	540,702	521,828	469,536	520,515	483,460		483,460	\$177/ADA
State Lottery (Prop 20)	8560	461,869	213,100	212,269	130,146	211,735		196,662	196,662	\$72/ADA
Kitchen Infrastructure & Training (7032)	8590	192,116	-	-	-	-			-	
A-G Completion Grant: A-G Access/Success Grants (7412)	8590	86,262	345,050	345,050	-	82,407			-	Recognize revenue to expense (college counselor + supplies)
A-G Completion Grant: Learning Loss & Mitigation (7413)	8590	32,339	129,358	129,358	-	-			-	Grant part of fund balance
Learning Loss & Mitigation (State)	8590	-	-	-	-	-			-	
CTE	8590	101,793	180,000	178,414	178,414	178,414		174,299	174,299	\$348,597 CTE Grant for 2 years (\$174,298 each)
All Other State Revenue	8590	521,826	403,936	374,419	369,169	358,773			-	not counting this revenue
In-Person Instruction Grant	8590	46,210	-	-	-	-			-	
Ethnic Studies Grant	8590	92,653	-	-	-	-			-	Grant part of fund balance
Expanded Learning Opportunities Grant	8590	-	-	-	-	-			-	
Educator Effectiveness	8590	118,374	-	-	-	-			-	Grant part of fund balance
Antibias Education Grant	8590	98,000	-	-	-	-			-	Grant part of fund balance
Art/Music Block Grant (6762)	8590	1,088,379	-	1,011,080	1,011,080	1,011,080			-	per CDE schedule 9.15, 1 year plan of expenses = \$337K, reporting of revenue part of fund balance
Learning Recovery Emergency Block Grant	8590	2,702,302	-	-	-	-			-	reduction in grant from state, remainder of grant part of fund balance
Prop 28: arts & Music in Schools (6770)	8590	-	-	-	272,731	272,731			-	\$482K Prelim Entitlement - revenue recognition pending plan - Grant part of beginning balance for 24/25 FY
School Foods Best Practices (7033)	8590	-	-	88,516	88,516	88,516			-	New for 23/24 - Grant part of fund balance for 24/25 FY
State Mental Health Related Services (6546)	8590	-	-	211,031	181,333	210,500		195,514	195,514	New for 23/24 (\$71.58 per ADA - CDE)
<b>Total, State Revenues</b>		<b>7,680,692</b>	<b>3,326,474</b>	<b>4,429,709</b>	<b>3,823,036</b>	<b>4,292,414</b>	<b>1,758,186</b>	<b>566,474</b>	<b>2,324,661</b>	
Other Local Revenues										
Special Education - AB602	8311	3,271,577	3,087,154	2,842,340	2,553,210	2,701,088		2,508,800	2,508,800	\$918.50/ADA (APRIL 2024)
Food Service Sales	8634	99,222	113,747	66,359	47,481	61,646		58,081	58,081	5% reduction in revenue, tied to reduction in ADA
Leases & Rentals	8650	59,797	65,000	56,197	41,651	45,000	55,000		55,000	
Other Local Revenue	8690	247,774	215,000	786,080	548,408	548,408	200,000		200,000	24/25: No e-rate funds received, re-class revenue for 23/24
Interest	8660	635,623	150,000	600,000	549,450	600,000	600,000		600,000	Expected higher rate from LACOE
Dividends	8661	618,644	400,000	523,876	732,227	523,876			-	<b>OPEB Related-Not Recognizing</b>
Net Increase (Decrease) in the Fair Value of Investments	8662	2,656,728	-	1,745,700	1,921,998	1,745,700			-	<b>OPEB Related-Not Recognizing</b>
Gain (Loss) Sale on Investments	8664	(891,381)	-	(140,634)	(173,401)	(140,634)			-	<b>OPEB Related-Not Recognizing</b>
LAUSD SpEd Option 3 Grant	8679	188,617	150,000	236,055	274,737	236,055	175,000		175,000	2nd round expected FY24/25
Fundraising	8699	5,874	6,000	6,000	16,781	16,781	10,000		10,000	

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ADA						2,941	2,731			P-2 ADA Report 23/24 & 93% attendance yield
Per Student funding						\$ 12,981.89	\$ 13,323.00			Rev. LCFF Rate from FCMAT- 5/31/24
	Obj Code	Total	Total	Total	Actuals to Date 5/31/24	Estimated Actuals	Unrestricted	Restricted	Total	
Tuition	8710	1,585,180	945,000	1,188,500	816,132	1,188,500	1,000,000		1,000,000	Reduced for 24/25 FY
ASB Revenues	8804	164,967	160,000	140,000	123,543	160,000	160,000		160,000	
General Fund Contribution	8980	-		-					-	
<b>Total, Other Local Revenues</b>		<b>8,642,623</b>	<b>5,291,900</b>	<b>8,050,474</b>	<b>7,452,218</b>	<b>7,686,420</b>	<b>2,200,000</b>	<b>2,566,881</b>	<b>4,766,881</b>	
<b>Total Revenues</b>		<b>61,447,080</b>	<b>54,636,847</b>	<b>55,400,421</b>	<b>47,800,576</b>	<b>54,224,338</b>	<b>40,484,712</b>	<b>4,753,049</b>	<b>45,237,762</b>	
<b>B. Expenditures</b>										
Certificated Salaries										
Teachers' Salaries-Full-Time	1100	14,425,420	14,600,666	15,116,032	12,394,582	15,078,527	13,124,727	2,025,948	15,150,675	
Cert Pupil Supp Sal-Counselors	1200	2,077,424	1,648,143	1,439,951	1,898,037	1,437,992	1,384,743	66,728	1,451,471	
Cert Administrators	1300	1,225,805	1,236,153	1,059,572	968,675	1,060,938	900,619	158,953	1,059,572	
Auxiliaries/Periods/Net	1930		-					(504,987)	(504,987)	Reduced AUX tied to ESSER funds - +Step/Column - 5 FTE loss
<b>Total, Certificated Salaries</b>		<b>17,728,649</b>	<b>17,484,962</b>	<b>17,615,555</b>	<b>15,261,295</b>	<b>17,577,457</b>	<b>15,410,089</b>	<b>1,746,642</b>	<b>17,156,731</b>	<b>No increases estimated pending Negotiations</b>
Classified Salaries										
Non-certificated Instructional Aides' Salaries	2100	1,165,410	1,122,975	762,419	992,368	1,035,839	272,132	665,692	937,824	
Non-certificated Support Salaries	2200	1,934,076	1,763,280	1,654,392	1,785,649	1,722,147	1,667,627		1,667,627	
Non-certificated Supervisors' and Administrators' Sal.	2300	809,213	833,008	586,386	710,497	666,675	591,078		591,078	
Clerical and Office Salaries	2400	1,039,130	1,083,147	1,135,044	900,089	891,080	1,062,288	81,836	1,144,124	
Other Non-certificated Salaries	2900	80,721	266,832	255,105	107,015	282,058	257,146		257,146	
<b>Total, Classified Salaries</b>		<b>5,028,550</b>	<b>5,069,243</b>	<b>4,393,346</b>	<b>4,495,618</b>	<b>4,597,799</b>	<b>3,850,271</b>	<b>747,528</b>	<b>4,597,799</b>	<b>No increases estimated pending Negotiations</b>
Employee Benefits										
State Teachers Retirement System (STRS) , Certificated Positions	3111	3,052,291	3,339,628	3,364,571	2,830,694	3,357,294	2,943,327	333,609	3,176,936	
State Teachers Retirement System (STRS), Classified Positions	3112	113,247	117,154	79,970	71,500				-	
Public Employees Retirement System (PERS), Certificated Positions	3211	54,590	55,305	60,279	54,195				-	
Public Employees Retirement System (PERS), Classified Positions	3212	941,620	1,352,474	1,034,649	960,331	993,621	843,614	163,787	1,007,401	81% employees eligible for PERS
OASDI, Certificated Positions	3311	14,612	-	12,524	10,615				-	
OASDI, Classified Positions	3312	248,747	314,293	272,387	278,728	285,064	238,717	46,347	285,064	
Medicare, Cert Positions	3331	257,065	253,532	255,426	221,289	254,873	223,446	25,326	248,773	
Medicare, Class Positions	3332	72,914	73,504	63,704	20,586	66,668	55,829	10,839	66,668	
Hlth & Wlfr Benefits, Cert	3411	2,742,089	2,895,577	2,788,568	2,502,324	2,729,927	2,489,199	369,035	2,858,234	4.7% increase in premium costs
Hlth & Wlfr Benefits, Class	3412	1,211,048	1,277,865	1,299,501	1,190,382	1,305,470	1,056,194	310,633	1,366,827	4.7% increase in premium costs
State Unemploy Insur, Cert Pos	3511	109,495	8,742	8,808	5,709	8,808	77,050	8,733	85,784	SUI Rate @0.05%

2023-2024 Estimated Actuals 2024-2025 Adopted Budget (Draft)

		2022-2023 Unaudited Actuals	2023-2024 Adopted Budget (Approved, 6/23/23)	2023-2024 Second Interim Projections, 1/31/24	2023-2024	2023-2024	2024-2025 Adopted Budget (Draft)			Comments
<b>Enrollment</b>						<b>3,162</b>	<b>2,937</b>			Lower Enrollment for 24/25 (150) projected
<b>ADA</b>						<b>2,941</b>	<b>2,731</b>			P-2 ADA Report 23/24 & 93% attendance yield
<b>Per Student funding</b>						<b>\$ 12,981.89</b>	<b>\$ 13,323.00</b>			Rev. LCFF Rate from FCMAT- 5/31/24
	Obj Code	Total	Total	Total	Actuals to Date 5/31/24	Estimated Actuals	Unrestricted	Restricted	Total	
State Unemploy Insur, Clas Pos	3512	38,861	2,535	2,197	2,447	2,197	19,251	3,738	22,989	SUI Rate @0.05%
Worker Comp Insur, Cert Pos	3611	190,727	145,816	148,316	147,361	148,316	150,715		150,715	24/25 Proposal from Chartersafe
Worker Comp Insur, Class Pos	3612	48,237	62,491	62,491	63,155	63,155	64,592		64,592	24/25 Proposal from Chartersafe
OPEB, Allocated, Certificated	3701	901,074	4,026,223	3,660,479	3,186,351	3,660,479			-	No OPEB expense -assumes being fully funded
OPEB, Allocated, Classified	3702	237,441	985,313	917,853	827,011	917,853			-	No OPEB expense -assumes being fully funded
Lifetime Retiree Benefits, Cert	3911	29,630	-	-					-	
PARS, Class	3912	17,990	8,000	8,322	8,264	8,322	9,000		9,000	PARS-Renamed
<b>Total, Employee Benefits</b>		<b>10,281,678</b>	<b>14,918,453</b>	<b>14,040,045</b>	<b>12,380,941</b>	<b>13,802,047</b>	<b>8,170,934</b>	<b>1,272,047</b>	<b>9,342,981</b>	
Supplies										
Approved Textbooks & Core Curricula										
Materials	4100	489,728	732,370	483,338	461,640	460,000		328,774	328,774	Textbook request 24/25 FY
Books & Other Reference Materials	4200	20,071	21,621	17,613	14,800	17,613	-	15,000	15,000	
Materials & Supplies	4300	82,655	85,373	28,682	25,573	30,000	30,000	-	30,000	Reduced from last year - removed ESSER related expenses
Instructional Materials & Supplies	4325	525,153	430,715	439,930	407,864	437,864		299,265	299,265	IMA request 24/25 FY
Office Supplies	4330	197,742	180,000	132,872	118,235	138,235	125,000	-	125,000	
Non Instructional Student Materials & Supplies	4345	870,438	760,000	713,525	587,609	600,000	400,000	-	400,000	Reduced from last year - removed ESSER related expenses
ASB Supplies	4350	55,176	60,000	13,607	9,745	15,000	20,000	-	20,000	Funded by ASB Revenue/Student Store sales
Noncapitalized Equipment	4400	1,215,567	1,064,391	768,919	304,828	768,919	347,000	150,000	497,000	Reduced from last year - removed ESSER related expenses
Student Food Services	4710	627,861	727,574	727,574	562,264	727,574	-	517,888	517,888	Chartwells food cost 24/25 FY
<b>Total, Supplies</b>		<b>4,084,392</b>	<b>4,062,044</b>	<b>3,326,060</b>	<b>2,492,557</b>	<b>3,195,205</b>	<b>922,000</b>	<b>1,310,926</b>	<b>2,232,926</b>	
Services										
Services & Other Operating Expenses	5000	250	700	3,061	9,570	7,000	10,000		10,000	
Travel & Conferences	5200	77,524	39,000	69,810	83,452	75,000	-		-	Re-Class from 5200 to 5210
Conferences and Professional Development	5210	10,702	76,141	12,227	7,859		10,000	80,000	90,000	Expenses tied to professional development grants (Ed Effectiveness/Title II)
Dues & Memberships	5300	628,400	600,000	597,753	544,353	544,353	400,000	200,000	600,000	includes subscriptions/licenses vetted by tech committee
Insurance	5400	557,301	504,564	517,942	497,630	497,630	517,554		517,554	24/25 Proposal for Chartersafe
Operations & Housekeeping	5500	687,324	632,054	711,799	656,353	181,838	210,000		210,000	reduced supplies (miscoded expenses for repairs)
Security	5520	647,147	700,701	797,674	647,648	797,674	689,976		689,976	\$184K LAUSD School Police, \$491K contracted security, \$15K LAUSD School Police for athletic events
Rentals, Leases, & Repairs	5600	247,573	400,000	358,407	150,709	694,905	725,000		725,000	increased for LAUSD repairs
Equipment Leases	5605	(8,639)	10,000	2,500	25				-	
Rent	5610	3,492	-	98,755	63,419	63,419	38,755		38,755	Aquatics rental only
Repairs and Maintenance - Computers	5616	13,033	20,000	-	5,456				-	
Utilities	5620	902,165	767,768	934,102	519,905	934,102	934,102		934,102	LAUSD Unbilled
Other Rentals, Leases and Repairs 1	5631	46,495	70,000	34,961	24,664				-	Re-classed in 5600 repairs
Other Services & Operating Expenses	5800	26,590	34,892	33,120	18,441	27,500	28,500		28,500	PARS Fees
Investment Taxes	5807	692	31	70	78				-	

2023-2024 Estimated Actuals 2024-2025 Adopted Budget (Draft)

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ADA						2,941	2,731			P-2 ADA Report 23/24 & 93% attendance yield
Per Student funding						\$ 12,981.89	\$ 13,323.00			Rev. LCFF Rate from FCMAT- 5/31/24
	Obj Code	Total	Total	Total	Actuals to Date 5/31/24	Estimated Actuals	Unrestricted	Restricted	Total	
Investment Fees	5808	119,805	200,000	235,189	151,704				-	Investment Fees + Taxes (Tied to investment revenue) OPEB
Banking Fees	5809	21,124	21,000	16,739	8,903	20,000	10,000		10,000	Solupay
Transportation	5811	-	265,000	398,624	348,614	375,000	425,000	25,000	450,000	Placeholder figure for tentative bus contract (5 Hr min bus)
Business Services	5812	32,000	42,000	-	-				-	Budgeted under non instructional consulting
Consultants - Instructional	5815	1,782,953	1,651,075	1,604,754	1,684,726	1,790,000	273,000	1,250,000	1,523,000	Reduced ESSER Funded Consulting
Consultants - Non Instructional	5820	1,282,109	1,423,475	1,089,581	971,044	1,250,000	252,459	495,091	747,550	\$442K Chartwells Contract/Reductions for other consult
ASB Consultants	5825	5,745	-	-	11,205	-	-	-	-	Part of instructional consulting/paid by trust accounts
Field Trips Expenses	5830	490,729	250,000	239,851	285,632	290,631	300,000		300,000	
Fines and Penalties	5833	279	300	-	10				-	
ASB Events or Field Trip	5835	700	10,000	10,000		12,000	25,000		25,000	Funded by ASB revenue from student store sales
Onboarding Fees	5840	3,089	3,000	2,500	1,990	1,990	5,000		5,000	
Professional Development	5841	1,139	-	-	482	482	-		-	re-class
Legal Fees	5845	302,945	319,000	394,063	356,635	375,000	294,063	100,000	394,063	
Licenses and Other Fees	5848	4,018	5,000	57,751	54,959	57,751	60,000		60,000	
Marketing and Student Recruiting	5851	2,978	214,500	87,842	65,617	150,000	150,000		150,000	
Payroll Fees	5857	124,390	117,671	128,433	93,937	128,433	130,000		130,000	
LAUSD Special Education Fee	5872	778,006	773,236	711,921	685,159	696,419		646,842	646,842	20% of sped revenue
Substitutes	5884	1,002,629	813,318	949,144	1,296,507	1,471,507	1,100,000	150,000	1,250,000	23/24 - increased sub time for teachers on 1/2 time illness, 24/25 - reduce subs budget for bubble/TA subs
Other Expenses	5899	29,597	30,000	5,007	3,007	5,007	5,000		5,000	
Communications	5900	117,681	134,942	95,908	101,240	110,775	117,000		117,000	
<b>Total, Services</b>		<b>9,941,965</b>	<b>10,129,367</b>	<b>10,199,486</b>	<b>9,350,932</b>	<b>10,558,416</b>	<b>6,710,409</b>	<b>2,946,933</b>	<b>9,657,341</b>	
Capitla Outlay										
Buildings & Improvement	6200		1,741,851	1,379,930	1,505,667				-	Priority 1 Capital Improvements
<b>Total, Capitial Outlay</b>			<b>1,891,964</b>	<b>1,379,930</b>	<b>1,505,667</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Depreciation Expense (Financial Reporting Basis)	6900	277,827	516,648	566,648	284,582	566,648	650,000		650,000	based on increase in capital projects
Other Outgo										
Indirect Cost (LAUSD)	7299	391,803	419,133	389,172	365,824	381,766	363,898		363,898	1% of LCFF Revenue
Interest	7438	-	-	-					-	
<b>Total, Other Outgo</b>		<b>391,803</b>	<b>419,133</b>	<b>389,172</b>	<b>365,824</b>	<b>381,766</b>	<b>363,898</b>	<b>-</b>	<b>363,898</b>	
Indirect Costs										
<b>Total, Indirect Costs</b>										
<b>Total Expenditures (Financial Reporting Basis)</b>		<b>47,734,864</b>	<b>52,599,851</b>	<b>50,530,312</b>	<b>44,631,749</b>	<b>50,679,339</b>	<b>36,077,601</b>	<b>8,024,076</b>	<b>44,001,677</b>	
<b>Total Expenditures (Cash Reporting Basis)</b>		<b>47,457,037</b>	<b>53,975,167</b>	<b>51,343,594</b>	<b>45,852,834</b>	<b>50,112,691</b>	<b>35,427,601</b>	<b>8,024,076</b>	<b>43,351,677</b>	

2023-2024 Estimated Actuals 2024-2025 Adopted Budget (Draft)

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Per Student funding						\$ 12,981.89	\$ 13,323.00			Rev. LCFF Rate from FCMAT- 5/31/24
	Obj Code	Total	Total	Total	Actuals to Date 5/31/24	Estimated Actuals	Unrestricted	Restricted	Total	
C. Ending Balance: Excess (Deficiency) - Financial Reporting Basis		13,712,217	2,036,997	4,870,109	3,168,827	3,544,999	4,407,111	(3,271,026)	1,236,085	green cell = no expenses against revenue, component of fund balance (currently \$1.4M)
C. Ending Balance: Excess (Deficiency) - Cash Reporting		13,990,044	661,681	4,056,827	1,947,742	4,111,647	5,057,111	(3,271,026)	1,886,085	
D. Other Financing Sources										
Interfund Transfer In										
Interfund Transfer Out										
Contributions										
Total Other Financing Sources										
D. Net Increase (Decrease)		13,712,217	2,036,997	4,870,109	3,168,827	3,544,999	4,407,111	(3,271,026)	1,236,085	
E. Fund Balance										

Total Unassigned/Unappropriated	
Unassigned/Unappropriated Reserve %	
Board Approved 15% Reserve	
Components of Fund Balance	
5310 -Cafeteria	\$ 116,916.77
5330 -Summer School Cafeteria	\$ 217,171.10
5446 - Supply Chain Assistance	\$ 86,278.27
6266 - Educator Effectiveness	\$ 259,311.78
6318 - Anti-Bias Education	\$ 96,020.00
6762 - Art/Music Block Grant	\$ 1,762,459.00
7028 - Kitchen Infrastructure & Equipment	\$ 25,000.00
7032 - Kitchen Infrastructure & Training	\$ 192,116.00
7033 - Best Foods Practices	\$ 88,516.00
7412- A-G Completion Grant: A-G Access/Success Grants	\$ 345,050.00
7413 - A-G Completion Grant: Learning Loss & Mitigation	\$ 129,358.00
7435 -Learning Recovery Emergency Block Grant	\$ 2,702,302.00
7810 - Ethnic Studies Block Grant	\$ 92,653.00
OPEB Contributions	\$ 3,275,373.00
Interest from OPEB	\$ 246,898.99
Total Restricted Fund Balance	\$ 9,635,423.91
Total Unassigned/Unappropriated	4,076,792.63

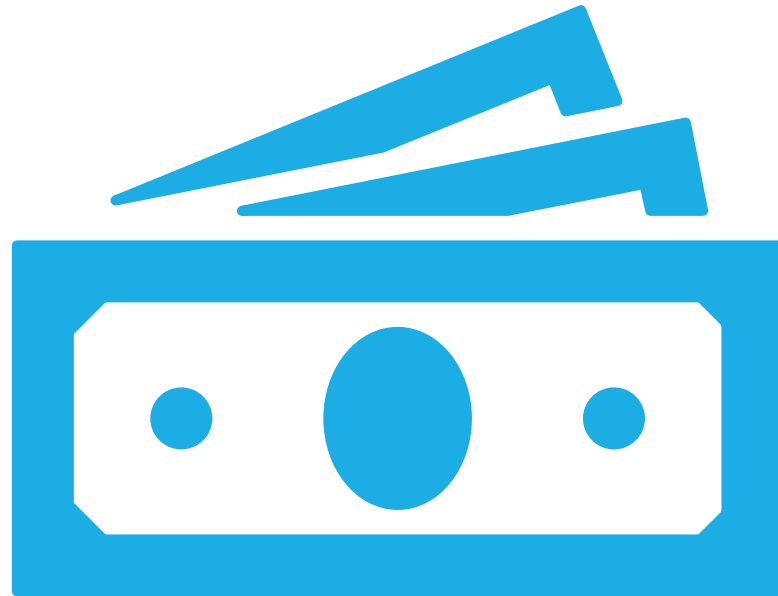


# 2024-2025 Adopted Budget Presentation

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BY: GREG WOOD, CBO & ARLETA ILYAS,  
DIRECTOR OF FINANCE

JUNE 2024



# Presentation

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- Estimated Actuals & Adopted Budget
  - Purpose & Assumptions
  - Revenue & Expenditure Summary
  - Revenue & Expenditure Variances Explained
  - Components of Ending Fund Balance

# Adopted Budget Purpose & Assumptions

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- The purpose of the adopted budget is to provide all educational partners, along with the State of CA, with an operating budget. The contents of the operating budget are outlined in ECRCHS' Local Control Accountability Plan (LCAP).
- The budget plan was created using Governor's budget and department of finance provided some baseline assumptions
- ECRCHS is assuming enrollment of 2,937 and 2,731 ADA as of P2 2024.

## SSC School District and Charter School Financial Projection Dartboard 2024-25 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2024-25 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2023-24	2024-25 <sup>1</sup>	2025-26	2026-27	2027-28
Department of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%	3.30%

LCFF GRADE SPAN FACTORS FOR 2024-25				
Entitlement Factors per ADA <sup>*</sup>	TK-3	4-6	7-8	9-12
2023-24 Base Grants	\$9,919	\$10,069	\$10,367	\$12,015
Statutory COLA of 1.07%	\$106	\$108	\$111	\$129
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,043	—	—	\$316
2024-25 Adjusted Base Grants <sup>2</sup>	\$11,068	\$10,177	\$10,478	\$12,460
Transitional Kindergarten (TK) Add-On <sup>3</sup>	\$3,077	—	—	—

\*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2023-24	2024-25	2025-26	2026-27	2027-28
California CPI		3.33%	3.10%	2.86%	2.87%	2.80%
California Lottery	Unrestricted per ADA	\$177	\$177	\$177	\$177	\$177
	Restricted per ADA	\$72	\$72	\$72	\$72	\$72
Mandate Block Grant (District) <sup>4</sup>	Grades K-8 per ADA	\$37.81	\$38.21	\$39.33	\$40.54	\$41.88
	Grades 9-12 per ADA	\$72.84	\$73.62	\$75.78	\$78.11	\$80.69
Mandate Block Grant (Charter) <sup>4</sup>	Grades K-8 per ADA	\$19.85	\$20.06	\$20.65	\$21.29	\$21.99
	Grades 9-12 per ADA	\$55.17	\$55.76	\$57.39	\$59.16	\$61.11
Interest Rate for Ten-Year Treasuries		4.32%	4.19%	3.76%	3.70%	3.70%
CalSTRS Employer Rate <sup>5</sup>		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate <sup>5</sup>		26.68%	27.05%	27.60%	28.00%	29.20%
Unemployment Insurance Rate <sup>6</sup>		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage <sup>7</sup>		\$16.00	\$16.50	\$17.00	\$17.40	\$17.90

STATE MINIMUM RESERVE REQUIREMENTS FOR 2024-25	
Reserve Requirement	District ADA Range
The greater of 5% or \$87,000	0 to 300
The greater of 4% or \$87,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

# May Revise Budget Assumptions

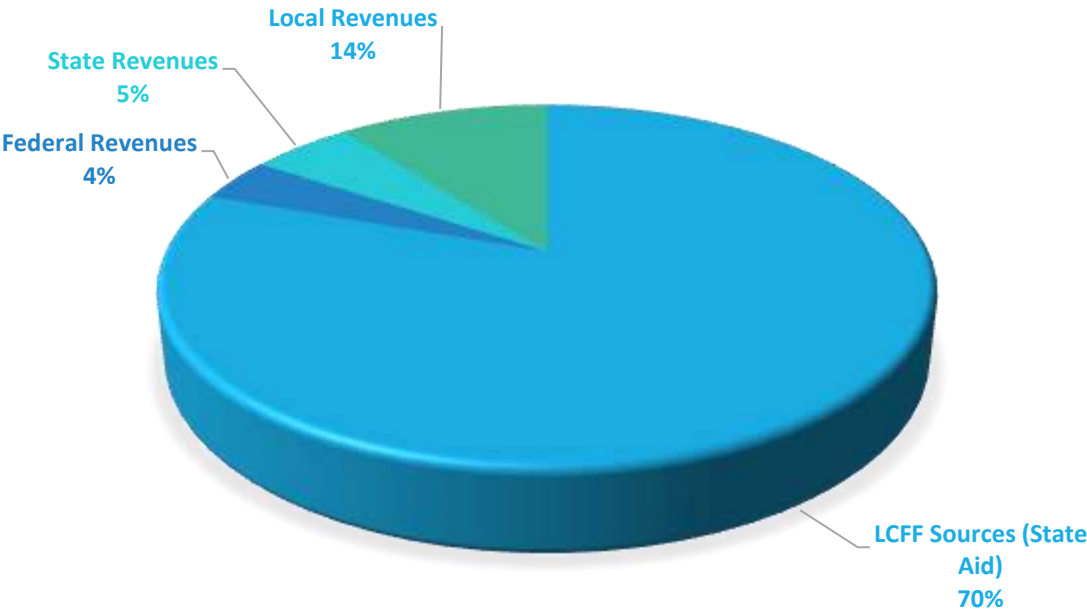
# Revenue/Expenditure Comparison – 2<sup>nd</sup> Interim, Estimated Actuals, & 24-25 Adopted Budget

Revenues	Second Interim Projections	Estimated Actuals	24-25 Adopted Budget
LCFF Sources	\$38,917,229	\$38,176,632	\$36,389,803
Federal Revenues	\$4,003,010	\$4,068,872	\$1,756,417
Other State Revenues	\$4,429,709	\$4,292,414	\$2,324,661
Other Local Revenues	\$8,050,474	\$7,686,420	\$4,766,881
<b>Total</b>	<b>\$55,400,421</b>	<b>\$54,224,338</b>	<b>\$45,237,762</b>

Expenditures	Second Interim Projections	Estimated Actuals	24-25 Adopted Budget
Certificated Salaries	\$17,615,555	\$17,577,457	\$17,156,731
Classified Salaries	\$4,359,243	\$4,597,799	\$4,597,799
Benefits	\$14,029,589	\$13,802,047	\$9,342,981
Supplies	\$3,326,060	\$3,195,205	\$2,232,926
Services	\$10,199,486	\$10,558,416	\$9,657,341
Depreciation	\$566,648	\$566,648	\$650,000
Other Outgo	\$389,172	\$381,766	\$363,898
<b>Total Expenditures</b>	<b>\$50,485,753</b>	<b>\$50,679,339</b>	<b>\$44,001,677</b>
<b>Net Balance (financial statement)</b>	<b>\$4,914,668</b>	<b>\$3,544,999</b>	<b>\$1,236,085</b>
<b>Net Balance (Cash Statement)</b>	<b>\$4,101,386</b>	<b>\$4,111,647</b>	<b>\$1,886,085</b>

# 2024-2025 Adopted Budget Revenue Summary

2024-25 REVENUE



■ LCFF Sources (State Aid) ■ Federal Revenues ■ State Revenues ■ Local Revenues

Revenue Type	Amount
LCFF Sources (State Aid)	\$36,389,803
Federal Revenues	\$1,756,417
State Revenues	\$2,324,661
Local Revenues	\$4,766,881
Total Revenues	\$45,237,762

# Revenue

	Second Interim Projections	Estimated Actuals	Adopted Budget (2024-2025)	2 <sup>nd</sup> Interim vs. Adopted Budget
LCFF Sources	\$38,917,229	\$38,176,632	\$36,389,803	(\$1,786,829)
Federal Revenues	\$4,003,010	\$4,068,872	\$1,756,417	(\$2,312,455)
Other State Revenues	\$4,429,709	\$4,292,414	\$2,324,661	(\$1,967,753)
Other Local Revenues	\$8,050,474	\$7,686,420	\$4,766,881	(\$2,919,539)
<b>Total</b>	<b>\$55,400,421</b>	<b>\$54,224,338</b>	<b>\$45,237,762</b>	<b>(\$8,986,576)</b>

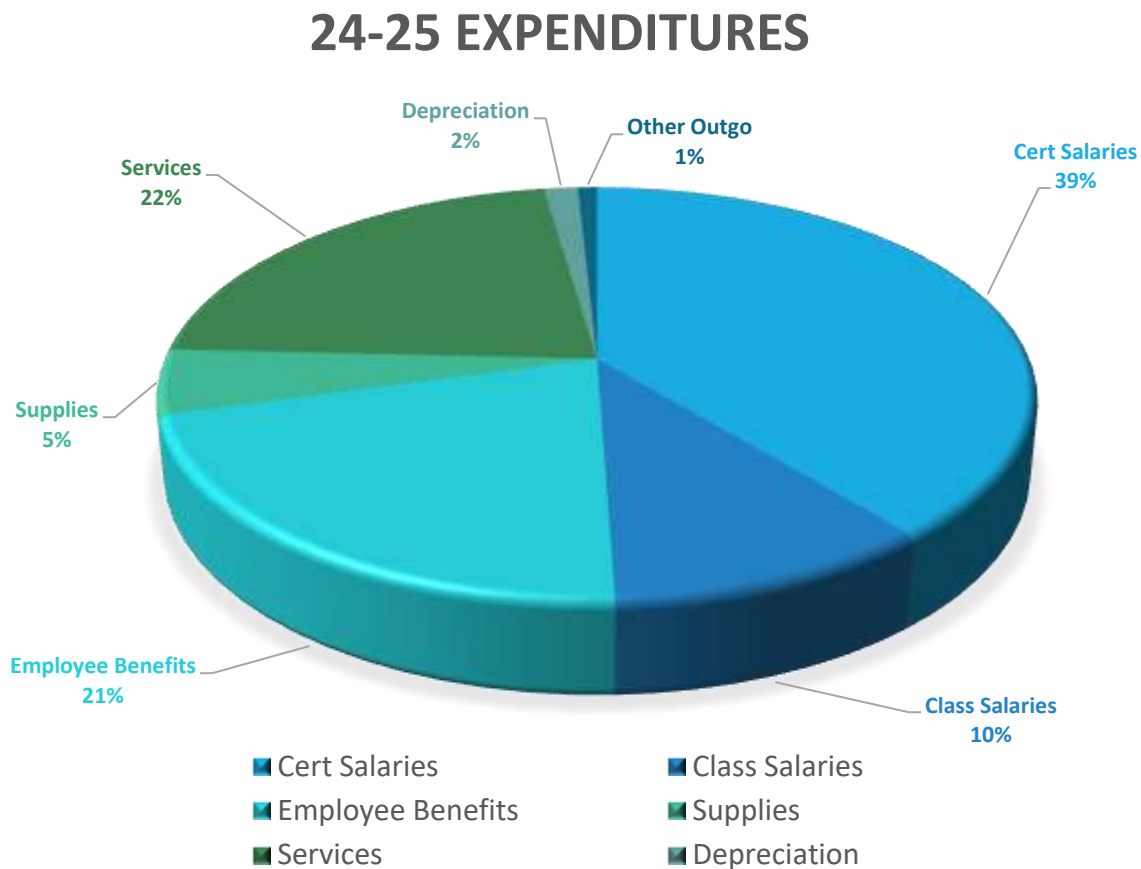


# Revenue: Estimated Actuals vs. Adopted Budget

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- LCFF Revenue – due to declining enrollment estimated at 225 students **(\$1,786,829)**
- Federal:
  - CARES Act funding sunseting: **(\$2,131,753)**
  - Decreased Federal Cafeteria Revenue accounting for less students **(\$31,464)**
- State:
  - Decreased State Cafeteria Revenue accounting for less students: **(\$59,042)**
  - Decreased State Lottery: **(\$52,128)**
  - Supplemental Block Grant – anticipating district to cut off funding source: **(\$358,773)**
  - Reporting of the following state revenues as part of the restricted, beginning fund balance:
    - Arts/Music Block Grant: \$1,011,080
    - Prop 28 (Arts/Music in Schools): \$272,731
    - A-G Completion Grant: \$392,001
- Other Local:
  - Decrease in Special Ed AB602 Revenue – funding tied to enrollment: **(\$192,288)**
  - Decrease in COP Grant Revenue: **(\$61,055)**
  - Net Investments, not being accounted for **OPEB Related – (\$2.12M)**

# 2024-2025 Adopted Budget Expenditure Summary



Expenditures	Amount
Certificated Salaries	\$17,156,731
Classified Salaries	\$4,597,799
Employee Benefits	\$9,342,981
Supplies	\$2,232,926
Services	\$9,657,341
Depreciation	\$650,000
Other Outgo	\$363,898
Total Expenditures	\$44,001,677

**Salary/Benefits % of Total Budget: 71%**

# Expenditures

	Second Interim Projections	Estimated Actuals	Adopted Budget (2024-2025)	Estimated Actuals vs. Adopted Budget
Certificated Salaries	\$17,615,555	\$17,577,457	17,156,731	(\$420,726)
Classified Salaries	\$4,359,243	\$4,597,799	\$4,597,799	-
Benefits	\$14,029,589	\$13,802,047	\$9,342,981	(\$4,459,066)
Supplies	\$3,326,060	\$3,195,208	\$2,232,926	(\$962,282)
Services	\$10,199,486	\$10,558,416	\$9,657,341	(\$901,075)
Depreciation	\$566,648	\$566,648	\$650,000	\$83,352
Other Outgo	\$389,172	\$381,766	\$363,898	(\$17,868)
<b>Total Expenditures</b>	<b>\$50,485,753</b>	<b>\$50,679,339</b>	<b>\$44,001,677</b>	<b>(\$6,677,662)</b>



# Expenditures: Estimated Actuals vs. Adopted Budget

## Certificated Salaries:

- Increase for step/column: \$246,550
- Not Replace 5 FTE's: (\$504,000)
- Decrease auxiliaries tied to ESSER/CARES Act funds: (\$247,000)

## Employee Benefits:

- No OPEB Contributions, program fully funded (\$4,578,332)
- Increase in health premiums: \$118,821

## Supplies:

- Reduced Materials/Supplies & Non-Capital Expenses tied to ESSER/CARES act funds: (\$962,282)

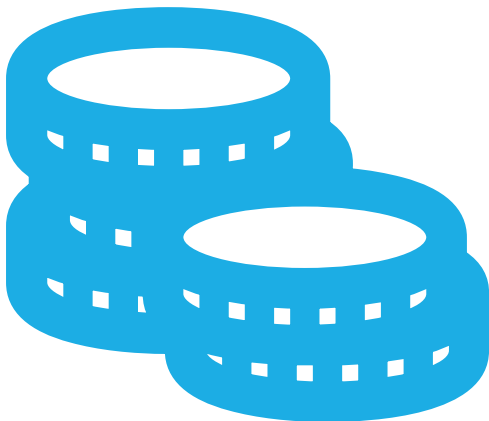
## Services:

- Reduced instructional consultants tied to ESSER/CARES act funds: (\$901,075)

# Components of Ending Fund Balance

**Projected Ending Net Position - \$44,121,324 \*\*as of 2<sup>nd</sup> Interim\*\***

- Less, net investment in capital assets - \$6,740,588



Components of Fund Balance		
5310 -Cafeteria	\$	116,916.77
5330 -Summer School Cafeteria	\$	217,171.10
5446 - Supply Chain Assistance	\$	86,278.27
6266 - Educator Effectiveness	\$	259,311.78
6318 - Anti-Bias Education	\$	96,020.00
6762 - Art/Music Block Grant	\$	1,762,459.00
7028 - Kitchen Infrastructure & Equipment	\$	25,000.00
7032 - Kitchen Infrastructure & Training	\$	192,116.00
7033 - Best Foods Practices	\$	88,516.00
7412- A-G Completion Grant: A-G Access/Success Grants	\$	345,050.00
7413 - A-G Completion Grant: Learning Loss & Mitigation	\$	129,358.00
7435 -Learning Recovery Emergency Block Grant	\$	2,702,302.00
7810 - Ethnic Studies Block Grant	\$	92,653.00
OPEB Contributions	\$	3,275,373.00
Interest from OPEB	\$	246,898.99
Total Restricted Fund Balance	\$	9,635,423.91

- **Total Net Unrestricted: \$27,745,312**

# Questions?

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# Coversheet

## Discussion on Hiring Process

<b>Section:</b>	V. School Business
<b>Item:</b>	H. Discussion on Hiring Process
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	V.H. Director, Chief, and Executive Hiring Process.pdf V.H._All Other Positions Hiring Process.pdf



## EL CAMINO REAL CHARTER HIGH SCHOOL

*A California Distinguished School*

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Woodland Hills, California 91367  
818.595.7500 TEL; 818.595.7501 FAX

www.echrhs.net

BRAD WRIGHT  
*Board Chair*

DAVID HUSSEY  
*Executive Director*

### **Hiring Procedure at El Camino Real Charter High School** **Director, Chief and Executive Level Positions**

The hiring process at El Camino Real Charter High School aims to select dedicated professionals who align with our school's values and commitment to excellence in education. This hiring procedure is for Director, Chief and Executive level positions.

1. Job Description Review and Approval
  - a. Review and update the job description to accurately reflect the role's responsibilities, requirements, and expectations.
    - i. Depending on the position, include the appropriate union representative in this stage
  - b. Ensure the salary table for the position is approved and confirm that the salary range is competitive and aligns with industry standards and organizational budget constraints.
  - c. Create and submit a new hire requisition form with the position information, and job description.
  - d. Submit the new hire requisition form to the Executive Director and Chief Business Officer for approval.
2. Position Posting
  - a. Once the new hire requisition form is approved
  - b. Create the job posting.
  - c. Post the position on Indeed and Edjoin
  - d. Internally announce the job vacancy, specifying the updated job description, salary range, and application details.
  - e. Keep the job post active for 2 weeks to allow sufficient time for interested candidates to apply.
3. Resume Screening
  - a. Gather all the qualified resumes for review and pre-screen the resumes.
  - b. Review resumes for key qualifications, experience, and skills that directly align with the job requirements stated in the job description.
  - c. Depending on the position, collaborate with the Executive Director, Human Resources Director, Chief Business Officer, and/or Chief Operating Officer on selecting the qualified candidates for the position.
4. Selecting the Interview Panel
  - a. Select panel members with diverse perspectives and expertise relevant to the position.
    - i. Panel members may consist of staff, teachers, union, human resources and leadership employees.
5. Human Resources schedules interviews with the selected candidates

*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.*

6. Interview Preparation

- a. To ensure that all questions are legal, fair, and appropriate, Human Resources and the hiring committee prepares a set of questions that focus on job-related criteria. The interview questions are based on essential competencies, qualifications, and traits needed for the role.
- b. The interview questions are open-ended questions that assess the candidate's experience, skills, and fit for the role.
  - i. Ensure questions are fair and free from any discriminatory language or intent.
  - ii. Include questions that assess how well candidates align with the company's values and culture.
  - iii. Include both behavioral and situational questions to assess knowledge, skills, and abilities.
- c. Ensure each candidate is asked the same set of questions to maintain consistency in the interview process.

7. First Round of Interviews

- a. Panel members review and sign a confidentiality statement to maintain candidate privacy.
- b. Explain how to rank the candidate using the candidate ranking sheet.
- c. Conduct structured interviews with shortlisted candidates using the predefined questions and rating scales.
- d. Rate the interviewee's responses on a scale of 1-3 and provide rationale.
  - i. 1 – Weak
  - ii. 2 – Good
  - iii. 3 – Excellent
- e. After the candidate leaves, panel members should finish their notes and complete the Individual Ranking Forms.
- f. After all candidates have been interviewed, the panel members can share their ratings/rankings. It is important to consider the input and perspective of other panel members, but the panel member's rating must be his or her own. Each panel member individually rates the candidates based on predetermined criteria.
- g. Each panel member shares their top candidates, and the selections are tallied to determine the top candidates for the second round of interviews.
- h. Human Resources collects ranking sheets and interview notes.

8. Second Round of Interviews

- a. The same panel conducts the second interview, asking a set of different questions, typically situational, to further assess the candidates.
- b. Rate the interviewee's responses on a scale of 1-3 and provide rationale.
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- e. Human Resources collects ranking sheets and interview notes.

9. Final Decision

- a. After the second round of interviews, panel members discuss and compare the candidates to make a final decision on the most suitable candidate.
- b. Collaboratively determine the best candidate based on the overall assessment and interview performances.
- c. Once the candidate is selected, Human Resources or the Executive Director conducts a reference check.

10. Reference checks

- a. Before contacting references, ensure that candidates have provided consent for reference checks and have shared the contact information of their referees.
- b. Develop a set of structured questions to gather relevant information about the candidate's work performance, skills, strengths, areas for improvement, and overall suitability for the position.
- c. Reach out to the provided references via email or phone to schedule a convenient time for the reference check.
- d. Compare the feedback received with the candidate's resume, interview performance, and overall fit within the organization.

11. Share Feedback Internally

- a. Share the feedback obtained from reference checks with the hiring team or relevant stakeholders to inform the final hiring decision.
- b. Discuss the strengths and areas for improvement to gain a comprehensive understanding of the candidate.

12. Offer Approval and Onboarding:

- a. Ensure the offer letter, contract, or employment agreement is reviewed by the Executive Director or Designee
- b. All final employment agreements will need to be ratified by the Board.
- c. Extend offer of employment to the candidate
- d. Send the candidate instructions for the background check and new hire paperwork.
- e. Initiate the onboarding process once the selected candidate accepts the offer and successfully completes the background check, ensuring a smooth transition for the new hire.



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interview questions are based on essential competencies, qualifications, and traits needed for the role.

- b. The interview questions are open-ended questions that assess the candidate's experience, skills, and fit for the role. (behavioral and situational to assess knowledge, skills, and abilities).
  - i. Ensure questions are fair and free from any discriminatory language or intent.
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- b. All final employment agreements will need to be ratified by the Board.
- c. Send the candidate instructions for the background check and new hire paperwork.
- d. Initiate the onboarding process once the selected candidate accepts the offer and successfully completes the background check, ensuring a smooth transition for the new hire.

# Coversheet

## Discuss and Vote on Workplace Violence Prevention Plan

<b>Section:</b>	V. School Business
<b>Item:</b>	I. Discuss and Vote on Workplace Violence Prevention Plan
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V._I._Workplace_Violence_Plan.pdf

## **El Camino Real Charter High School Workplace Violence Prevention Plan**

This document shall outline El Camino Real Charter High School (“ECRCHS”) Workplace Violence Prevention Plan (“Plan”) as required by Labor Code § 6401.9. It shall be the policy of ECRCHS to provide its employees with a safe and healthy work environment. To that end, ECRCHS shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on campus and during the performance of employees’ job duties.

### **I. DEFINITIONS**

For purposes of this Plan, the following definitions apply:

“**Emergency**” means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

“**Engineering controls**” mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

“**Log**” means the violent incident log, required in Part III of this Plan.

“**Plan**” means this Workplace Violence Prevention Plan.

“**Threat of violence**” means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

“**Workplace Violence**” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- **Type 1:** violence committed by a person with no legitimate business at the worksite;
- **Type 2:** violence directed at employees by students, parents, contractors, volunteers, or visitors;
- **Type 3:** violence against an employee by a present or former employee, supervisor, or manager;
- **Type 4:** violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

“**Work practice controls**” means procedures and rules which are used to effectively reduce workplace violence hazards.

### **II. WORKPLACE VIOLENCE PLAN PROCEDURES**

#### **a. Responsible Parties**

The Director of Human Resources, Vania Rodriguez, is responsible for implementing this plan.

## **b. Employee Involvement in Plan Creation and Updates**

Before this Plan was initially approved by the ECRCHS Board of Directors, the Director of Human Resources circulated a draft of the Plan to employees and requested feedback and suggestions on improving the Plan. All feedback received was reviewed and any revisions deemed warranted were implemented into the initial approved version of the Plan.

Every year, the Director of Human Resources will circulate the Plan to employees to request suggestions on improving this Plan. Employees will be encouraged to provide input on ways they believe this Plan can be improved, streamlined, or better enforced. Employees will be encouraged to provide input on adequacy of training received, any perceived workplace violence hazards not adequately addressed by the Plan, and any perceived barriers to reporting and investigating instances of workplace violence incidents that they believe may stand in the way of optimal execution of this Plan.

These suggestions and input may be submitted confidentially to the Director of Human Resources. No retaliation against any such input or suggestion shall be permitted. ECRCHS commits to reviewing each employees' suggestion and making any changes to this Plan that are found to be necessary and appropriate.

## **c. Coordinated Implementation**

If there are workers who regularly perform job duties at ECRCHS's campus or other workplace but are not employed by ECRCHS, the Director of Human Resources will verify that each such worker's employer has a workplace violence prevention plan in place and that all such employees of that employer who regularly work at any ECRCHS location are receiving adequate training and that those other employers have procedures in place for the reporting, investigation, and recording of workplace violence incidents.

## **d. Reporting of Workplace Violence**

Employees must report any incident of workplace violence that they witness. ECRCHS will not retaliate against any employee for reporting an incident of workplace violence in good faith.

Reports of workplace violence that has already occurred can be made by filling out the "Workplace Violence Report" form that is attached at the end of this Plan and sending it to the Director of Human Resources. The Director of Human Resources and/or designee will review every Workplace Violence Report at their earliest reasonable convenience and shall take the steps outlined in this Plan in response. Copies of the Workplace Violence Report form shall be made available to all employees in the Human Resources Offices

If an incident of workplace violence is occurring or imminent, any employee witness should ensure that Campus Security is informed immediately by calling them or using whatever alternative means of communication would be fastest. The appropriate Administrator or Designee will respond to the ongoing or imminent workplace violence as set forth in section II.G., below.

## **e. Employee Compliance**

All employees are responsible for using safe work practices and for following all directives, policies, and procedures for maintaining a safe, healthy, and secure work environment. This Plan seeks to ensure that employees, including administrators, comply with work practices designed to make the workplace more secure, and to ensure that employees do not engage in threats or physical actions which create a security hazard for others in the workplace.

All employees will be trained to understand this Plan when hired and periodically afterward. Employees will be evaluated to ensure compliance with this Plan. Employees who participate in the

implementation of this Plan and carrying out its provisions in practice will be recognized for their efforts to help ensure a safe and violence-free workplace.

Repeated or willful failure to report incidents of workplace violence, failure to attend and participate in workplace violence training, and to otherwise comply with the requirements of this Plan will result in additional training and may result in disciplinary action.

**f. Communication to Employees Regarding Workplace Violence**

As part of the annual workplace violence training session required by this Plan, the Director of Human Resources shall ensure that each employee understands how to report a violence incident, a threat, or any other incidence of workplace violence and knows that they can do so without fear of reprisal by ECRCHS or retaliation from the individual against whom the report is made.

These points will be communicated to new employees when hired and periodically as set forth in this Plan. The Director of Human Resources shall also ensure that each employee understands how their concerns will be investigated by ECRCHS and how ECRCHS will communicate the results of a workplace violence hazard investigation and any corrective measures taken in response.

As part of the annual workplace violence training, every employee shall sign a certificate attesting that they understand these items, and each of these certificates shall be retained pursuant to Part V of this Plan (“Recordkeeping”).

Depending on the frequency and severity of workplace violence incidents in the workplace, the Director of Human Resources may implement increasingly more frequent communication sessions with employees as necessary, including quarterly, monthly, or weekly reviews of this Plan and employee compliance with it.

**g. Response to Actual or Potential Workplace Violence Emergencies**

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the school’s safety plan, such as when firearms are involved or a when an intruder has entered the campus with violent or criminal intent, ECRCHS will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to the Administrative Director, Jason Camp, any available Security Guard, Campus Aide or School Police Officer by calling them on the phone, walkie-talkie or by whichever alternative means would reach them fastest.

The Administrative Director, the Security Guard, Campus Aide or School Police Officer will take the necessary measures to prevent further harm.

- The appropriate individuals will assess the severity of the situation.
- Based on the assessment, they will intervene to address the threat and ensure the safety of everyone in the vicinity.
- Secure the area where the violence is occurring or is suspected to occur to prevent further harm to individuals.

- Follow established protocols for handling violent incidents, including de-escalation techniques or contacting local law enforcement.
- Depending on the nature of the threat, we may have to evacuate the area or implement a lockdown protocol to protect individuals from harm.
- Provide support and resources for individuals who may have been affected by the incident.

#### **h. Training Procedures**

ECRCHS will provide annual workplace violence prevention training in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or two law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the Director of Human Resources

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Director of Human Resources will ensure that this training is completed and that records of employee participation are kept and filed in accordance with Part V of this Plan ("Recordkeeping").

#### **i. Identification and Evaluation of Workplace Violence Hazards**

Workplace violence hazards are working conditions or environmental factors that increase employee exposure to workplace violence. Workplace violence hazards may arise from, for example, a school's failure to consistently require campus visitors to check in at the front desk, failure to monitor entry and exit points for unauthorized entry, failure to consistently enforce employee behavioral conduct rules, failure to consistently enforce student disciplinary rules that could expose employees to violence, and other similar policy or environmental factors that would tend to increase the incidence of workplace violence.

The Director of Human Resources shall ensure that a review of potential workplace violence hazards is conducted at least annually. The Director of Human Resources] shall also conduct a review of

any workplace violence hazards reported by any employee. In addition, the Director of Human Resources shall also conduct a workplace violence hazard review (1) when this Plan is first established, (2) after each workplace violence incident has occurred, and (3) whenever the employer otherwise is made aware of a new or previously unrecognized workplace violence hazard.

Each time a workplace violence hazard review is undertaken, the Director of Human Resources shall prepare a report describing the review process, stating date the review was completed, stating the determination of whether a workplace hazard was found to exist, and describing whether any corrective actions are recommended. All workplace hazard evaluation reports shall be kept as records pursuant to Part V of this Plan.

#### **j. Correction of Workplace Violence Hazards**

Each time a workplace violence hazard review is conducted and results in a recommendation that corrective action should be implemented to mitigate an existing workplace violence hazard, the Director of Human Resources shall prepare a recommendation for corrective action and present it to the Executive Director who shall approve, deny, or approve with modification, the recommendation for corrective action and provide a justification for any denial or modification. The recommendation for corrective action and Executive Director response shall be kept as a record pursuant to Part V of this Plan.

Following the Executive Director taking action on a recommendation for corrective action, the Executive Director or designee shall be responsible for ensuring that the corrective action is implemented as workplace policy and, if relevant, that all employees are alerted to and trained on any necessary changes in workplace policies necessary to implement the approved corrective action. If any corrective actions require revisions to an employee handbook, those changes shall be implemented within a reasonable time.

#### **k. Post-Incident Response and Investigation**

After every reported or otherwise known incident of workplace violence, the Director of Human Resources shall conduct a workplace violence evaluation of all workplace conditions, policies, or practices that may have contributed to the occurrence of the incidence of workplace violence and shall record a record of the evaluation, as required by Section II.i., above.

Post-incident reviews shall include, at minimum, an interview with the victim of workplace violence, any witnesses, and the impressions of the Director of Human Resources and/or designees assisting in the post-incident response. The interview and investigation shall seek to establish all facts required to be included in a Violent Incident Log, as set forth in Part III of this Plan.

Employees will be encouraged to provide feedback and information as part of the post-incident response. Employees who refuse to participate may be subject to discipline. Employees should be alerted that they are not subject to retaliation or reprisal from ECRCHS as a consequence of their participation in any post-incident response.

#### **l. Review of Plan Effectiveness**

The Director of Human Resources shall review the general effectiveness of this Plan annually at the time the Plan is circulated to employees for suggestions, whenever a deficiency in the Plan is noted, and after any workplace violence incident occurs.

### **III. VIOLENT INCIDENT LOG**

ECRCHS will maintain a Violent Incident Log. The Director of Human Resources shall ensure that the details of every violent incident reported or otherwise known to have occurred at the school are recorded into the Violent Incident Log. The log shall contain information solicited from the person experiencing the workplace violence incident, any witnesses, and investigation findings. All personal identifying information shall be omitted from the log, with the exception of the details of the person making the entry. The log shall be reviewed during any periodic reviews of this Plan for effectiveness.

The Violent Incident Log, for every incident, shall include the following:

1. The **date, time, and location** of the incident.
2. The **type or types of workplace violence** involved.
3. A **detailed description** of the incident.
4. **Who committed the violence**, including whether the perpetrator was a School stakeholder, family or friend of a School stakeholder, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or another perpetrator.
5. The **general circumstances** at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low-staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
6. **Where the incident occurred**, such as in the workplace, parking lot, or other area outside the workplace, or other area.
7. The **type of attack**: physical attack without a weapon; attack with a weapon or object; a threat of physical force or threat of use of a weapon or other object; sexual assault or threat of sexual assault; animal attack; other.
8. The consequences of the incident, including whether security or law enforcement was contacted; actions taken to protect employees from continuing threat, etc.
9. **Information on the person entering the log entry**, including their name, job title, and date entered.

#### IV. RECORDKEEPING

This Plan requires that various records pertaining to workplace violence be maintained, as follows:

1. Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five (5) years.
2. Training records shall be created and maintained for a minimum of one (1) year, and shall include dates training was conducted, the contents or a summary of the training sessions conducted, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the training sessions.
3. Violent Incident Logs shall be maintained for a minimum of five (5) years.
4. Records of workplace violence incident investigations shall be maintained for a minimum of five (5) years.
5. All records required to be maintained per this Part of the Plan are to be made available to the Department of Industrial Relations upon request for examination and copying.
6. All records required pursuant to items (1) through (3) of this Part shall be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

## EL CAMINO REAL CHARTER HIGH SCHOOL WORKPLACE VIOLENCE REPORTING FORM

This form should be used to report any incidence of workplace violence that any employee of ECRCHS witnesses at the workplace or any work-related event. Employees are required to report any workplace violence they witness and will not be subject to any retaliation for reporting workplace violence.

*“Workplace Violence” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:*

- **Type 1:** violence committed by a person with no legitimate business at the worksite;
- **Type 2:** violence directed at employees by students, parents, contractors, volunteers, or visitors;
- **Type 3:** violence against an employee by a present or former employee, supervisor, or manager;
- **Type 4:** violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

*“Workplace Violence” does not include lawful acts of self-defense or defense of others.*

If you have witnessed a workplace violence incident, please enter as much of the following information as you can:

**Date of Report:** \_\_\_\_\_ **Date(s) of Incident:** \_\_\_\_\_

**Reporter’s Name:** \_\_\_\_\_

**Reporter’s Job Title:** \_\_\_\_\_

**Reporter’s email address or telephone number:** \_\_\_\_\_

**Victim Name(s) (if other than Reporter):** \_\_\_\_\_

**Victim’s Job Title (If other than Reporter):** \_\_\_\_\_

**Victim’s email address or telephone number:** \_\_\_\_\_

**Approximate Place of Incident:** \_\_\_\_\_

**Approximate Time of Incident:** \_\_\_\_\_

**Narrative Description of Workplace Violence Incident:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Type of Workplace Violence (see definitions above):** \_\_\_\_\_

**Name, Description, or other information about Perpetrator(s):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Thank you for submitting this information. You may be contacted by administration to provide further information. Please sign below to verify the accuracy of the information provided on this form.

\_\_\_\_\_  
**Reporter’s Signature**

# Coversheet

## Discuss and Vote on VAPA Assistant Position

<b>Section:</b>	V. School Business
<b>Item:</b>	J. Discuss and Vote on VAPA Assistant Position
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V._J._VAPA Assistant Job Description.pdf V.J.VAPA Assistant Salary Table.pdf



5440 Valley Circle Blvd.  
Woodland Hills CA 91367

*Home of Academic, Athletic,  
& Artistic Excellence*

Executive Director: David Hussey

Board President: Brad Wright

<b>Job Title:</b>	VAPA Assistant
<b>Department:</b>	Visual Arts Performance Arts
<b>Reports To:</b>	Band Director and Administrative Director
<b>Salary Scale:</b>	Classified Salary Table
<b>Work Calendar:</b>	Part-Time
<b>Location:</b>	El Camino Real Charter High School
<b>FLSA Status:</b>	Non-Exempt

Job Duties, Responsibilities, Qualifications, and Requirements	
<b>Job Summary</b>	Under the supervision of the high school Band Director, the VAPA assistant is responsible for the planning and instruction of the school's marching band, percussion, and color guard/drill team students. Responsibilities will encompass both field, parade, and winter seasons.
<b>Essential Duties and Responsibilities</b>	<ul style="list-style-type: none"> <li>• Engage students to practice, play and perform introduced materials.</li> <li>• Attend all rehearsals, sectionals, and performances, actively participating in assisting students in sectionals and whole group rehearsals.</li> <li>• Teach basics and fundamentals i.e. warm-ups, marching techniques and stick work.</li> <li>• Teach cadences for marching/playing at athletic, school and community events.</li> <li>• Choreograph and teach the routine for the winter percussion show, winter guard show and fall marching band show.</li> <li>• Work with the director during auditions and provide input into placement of students on instruments of the drumline, mallet percussion, wind instruments and color guard equipment.</li> <li>• Assist other sections with the memorization of music and or choreography.</li> <li>• Work with the drill writer to check the positioning of sections or the show. Assist in teaching drill for the show.</li> <li>• Choreograph individual sections.</li> <li>• Monitor and control student behavior according to established procedures.</li> <li>• Maintain inventories of supplies, materials, and equipment.</li> <li>• Adjust and maintain equipment and instruments ensuring timely availability for student use.</li> <li>• Other duties as assigned.</li> </ul>



El Camino Real Charter High School

Tel: 818-595-7500

| Fax: 818-595-7501

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



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<b>Education and/or Experience</b>	<ul style="list-style-type: none"> <li>• High School Diploma</li> <li>• Strong background in marching band and Visual and Performing Arts.</li> <li>• Drum corps or university marching band experience preferred.</li> <li>• Experience in the various subgroups of the percussion section (e.g. snare, bass, tenors, mallets, etc.)</li> <li>• Previous experience with instructing/teaching percussion.</li> <li>• Experience working with high school aged students.</li> <li>• Maintain a high level of ethical behavior and exercise good judgment in making decisions.</li> <li>• Strong organizational and communication skills.</li> </ul> <p><b>Ability to:</b></p> <ul style="list-style-type: none"> <li>• Inspire students, building enthusiasm and love of the subject.</li> <li>• Tune/replace drumheads and do minor repairs on drumline equipment.</li> <li>• Work effectively with students, staff, parents, administrators, and community members.</li> <li>• Assist in the selection, training, and performances at designated events.</li> <li>• Interact with students of different ages and skill level in a positive and professional manner.</li> </ul>
<b>Work Environment</b>	<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"> <li>• Must be available to attend meetings, program events and activities at various locations.</li> <li>• Be able to work outdoors and indoors, exposure to sun, heat, cold and inclement weather.</li> <li>• May be required to work a varied schedule depending on scheduled events.</li> <li>• Moderate to loud noise levels</li> <li>• Regular contact with teachers, parents, students, staff, and community members</li> </ul>



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Physical Demands	<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"><li>• Must have hand and finger dexterity to operate various equipment.</li><li>• Must have Visual and auditory acuity to maintain safety standards.</li><li>• Must be able to sit and stand for sustained periods of time.</li></ul>
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VAPA ASSISTANT PROPOSED SALARY TABLE

El Camino Real Charter High School - (approximately 5%)

Job Title	1	2	3	4	5	10	15	20	25
VAPA Assistant	\$18.85	\$19.78	\$20.75	\$21.88	\$22.95	\$23.87	\$24.83	\$25.82	\$26.85

# Coversheet

## Discuss the Annual Performance-Based Charter School Division Oversight Visit Report for 2023-2024

**Section:** V. School Business  
**Item:** L. Discuss the Annual Performance-Based Charter School Division Oversight Visit Report for 2023-2024  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** V.I.\_Annual Performance Oversight Visit Report 2023-2024.pdf



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/29/2024

# ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*

## 2023-2024 SCHOOL YEAR

### FOR

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**EL CAMINO REAL CHARTER HIGH - 8617**


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Name and Location Code of Charter School

#### LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/29/2024

<b>Charter School Name:</b>	El Camino Real Charter High			<b>Location Code:</b>	8617
<b>Current Address:</b>	<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
5440 Valley Circle Blvd. 7401 Shoup Ave.	Woodland Hills West Hills	91367 91307	818-595-7500 818-857-5119	818-595-7501 818-595-7519	
<b>Current Term of Charter<sup>1</sup>:</b>		<b>LAUSD Board District:</b>	<b>LAUSD Region:</b>		
July 1, 2021 to June 30, 2027		3	North		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 673</b>	
3127	3800				
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 17.71%</b>	
9-12	9-12				
<b>Norm Enrollment Number:</b>	3171				
<b>Total Number of Staff Members:</b>	275	<b>Certificated:</b>	158	<b>Classified:</b>	117
<b>Charter School's Leadership Team Members:</b>	David Hussey, Executive Director; Dean Bennett: Administrative Director; Juan Alba, Administrative Director; Jason Camp, Administrative Director; Dr. Minita Clark, Administrative Director; Emilie Larew, Administrative Director; Gregory Wood, Chief Business Officer; Vania Rodriguez, Director of Human Resources; Fernando Delgado, Chief Operating Officer				
<b>Charter School's Contact for Special Education:</b>	Emilie Larew, Administrative Director	<b>SELPA &amp; Option:</b>		LAUSD SELPA & MOU Option 3	
<b>CSD Assigned Administrator:</b>	Imelda Phillips	<b>CSD Fiscal Oversight Manager:</b>		Sally Ngov	
<b>Other School/CSD Team Members:</b>	Christine Kae, CSD Specialist				
<b>Oversight Visit Date(s):</b>	February 29, 2024		<b>Fiscal Review Date (if different):</b>	N/A	
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):</b>	Yes; Sole Occupancy Agreement		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	N/A	
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	N/A		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	3, Proficient	4, Accomplished

<sup>1</sup> Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/29/2024

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

## REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and

(1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/29/2024

GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM</b> - The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.).</p> <ul style="list-style-type: none"> <li>Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates/reports regarding student achievement and other key aspects of school performance and operations from the organization's Executive Director, Chief Business Officer, Administrative Directors, and other school staff. Folder I also included documentation of board training participation by all board members during Fall of 2023, which covered topics such as <i>Fiscal Control Policies and Best Practices for Public Charter Schools</i>, <i>Brown Act</i>, <i>Conflict of Interest Laws</i>, <i>Public Records Act</i>, and <i>Best Governance Practices</i>.</li> <li>Review of agenda and minutes included evidence that the Executive Director gave a presentation and lead a discussion on the school's <i>California School Dashboard Status Levels</i>, the Audio/Video upgrade for B-10 culinary class, and the <i>Survey Results for IB Programme</i> during the December 21, 2023 board meeting. Additionally, as witnessed by CSD staff, the Executive Director discussed LAUSD Annual Performance-Based Oversight Visit report scores during the August 30, 2023 board meeting.</li> <li>Board agendas/minutes include evidence that the school's 2023-2024 LCAP was discussed and approved as part of the consent agenda at the June 22, 2023 meeting following a presentation from the school's administrative director of curriculum. Also, during the June 22, 2023 board meeting, the board took action on the <i>Approval of Additional Biology Textbooks</i>.</li> <li>Under the board's governance, the school has achieved positive measurable pupil outcomes. The school has achieved above the state DFS average schoolwide on all academic indicators as evidenced the <i>California School Dashboard</i> for both 2022 and 2023.</li> </ul> <p><b>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE</b> - The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff.</p> <ul style="list-style-type: none"> <li>Review of documentation in Folder I included evidence that the school's governing board monitors the school's staffing needs and compliance with applicable credentialing, clearance, and training requirements, as evidenced by review and certification of relevant aspects of the <i>Compliance Monitoring and Certification of Board Compliance Review</i> form at its December 21, 2023 board meeting and demonstrated compliance in clearances and credentialing. Additional evidence included the employee handbook, which is reviewed and voted on every year by El Camino's board and submission of the UTLA Collective Bargaining Agreement highlighting <i>EMPLOYMENT CLASSIFICATION</i>.</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/29/2024

- Governance documentation also included evidence that the school's governing board has established procedures to evaluate El Camino's Executive Director through the submission of the Executive Director's evaluation tool. Evidence was also provided that the Board evaluates/supports performance of the Executive Director at multiple points throughout the year. For example:
  - May 25, 2023 board meeting agenda shows Executive Director's evaluation.
  - June 22, 2023 board meeting agenda shows Executive Director's contract approval.
  - August 30, 2024 board meeting shows the establishment of the Executive Director Evaluation Committee.
- Review of documentation in Folder I also included evidence of systems for evaluating and tools for evaluating school-based staff including, but not limited to teachers, administrative directors, clerical staff, special education assistants, and campus safety officers. Per school leadership, "Teachers are evaluated by the administrator in charge of their department. The evaluation system includes the submission of an initial planning sheet, a conference, observations and conferences throughout the year, and a final evaluation and conference...The timeline for these items follows the LAUSD/UTLA dates."

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None.

***\*NOTE: -***

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is "Not in Good Standing," and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/29/2024**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR**

*The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:*

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G2: DUE PROCESS – QUALITY INDICATOR**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/29/2024

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy
	<input checked="" type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Employee Grievance and Discipline Policy
	<input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s)
	<input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s)
		<input checked="" type="checkbox"/> Observation of Governing Board meeting(s)
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Stakeholder focus group
		<input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - QUALITY INDICATOR*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/29/2024

Performance	<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS - QUALITY INDICATOR*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 2/29/2024

<b>Performance</b>	<p><input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff</p> <p><input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff</p> <p><input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</p> <p><input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff</p>	<p><input checked="" type="checkbox"/> Human Resources Policies and Procedures</p> <p><input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation</p> <p><input checked="" type="checkbox"/> Evaluation of Executive Leadership</p> <p><input checked="" type="checkbox"/> Evaluation of all school-based staff</p> <p><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</p> <p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form ("ESSA Grid")</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/29/2024**G5: FISCAL CONDITION - QUALITY INDICATOR*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i> ) in the most current two independent audit reports, <u>and</u> , if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division*	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
	<p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	



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DATE OF VISIT: 2/29/2024**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings	<input checked="" type="checkbox"/> Board meeting agendas and minutes <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
	<input type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings	
	<input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)	
	<input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's Performance Category (as published in 2024)	Middle Performing
<p><b>The state identified the charter school as qualifying for Differentiated Assistance (DA)?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p><b>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA).</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p><b>If yes, the school's identification:</b> (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1: DASHBOARD SCHOOLWIDE ELA</b> - The schoolwide Dashboard ELA Indicator color is Green as compared to the state's color of Orange.</p> <ul style="list-style-type: none"> <li>The school's 2023 schoolwide ELA DFS (40.0 DFS) is higher than the state average (-13.6 DFS).</li> </ul> <p><b>A2: DASHBOARD STUDENT GROUP ELA</b> – The majority of the school's numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.</p> <ul style="list-style-type: none"> <li>The 2023 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (17.7 DFS) is higher than the state average (-42.6 DFS).</li> <li>The 2023 average DFS in ELA for the school's Latino student group (15.6 DFS) is higher than the state average (-40.2 DFS).</li> <li>The 2023 average DFS in ELA for the school's Students with Disabilities student group (-58.0 DFS) is higher than the state average (-96.3 DFS).</li> <li>The 2023 average DFS in ELA for the school's Asian student group (74.5 DFS) is higher than the state average (61.8 DFS).</li> <li>The 2023 average DFS in ELA for the school's Two or More Races student group (44.0 DFS) is higher than the state average (24.3 DFS).</li> <li>The 2023 average DFS in ELA for the school's Filipino student group (76.9 DFS) is higher than the state average (44.0 DFS).</li> <li>The 2023 average DFS in ELA for the school's White student group (52.6 DFS) is higher than the state average (20.8 DFS).</li> <li>The 2023 average DFS in ELA for the school's Black or African American student group (14.5 DFS) is higher than the state average (-59.6 DFS).</li> <li>The 2023 average DFS in ELA for the school's English Learner student group (-92.1 DFS) is lower than the state average (-67.7 DFS).</li> </ul> <p><b>A3: DASHBOARD SCHOOLWIDE MATH</b> - The schoolwide Dashboard Math Indicator color is Green, as compared to the state's color of Orange.</p> <ul style="list-style-type: none"> <li>The school's 2023 schoolwide Math DFS (-30.2 DFS) is higher than the state average (-49.1 DFS).</li> </ul>	



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**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI)** - The schoolwide Dashboard College/Career Indicator Status is Medium, as compared to the state's Status of Medium.

- The school's 2023 percentage of students prepared for college or a career (48.6%) is higher than the state average (43.9%).

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE** - The schoolwide Dashboard Graduation Rate Indicator color is Yellow, as compared to the state's color of Orange.

- The school's 2023 Graduation Rate (91.9%) is higher than the state average (86.4%).

#### Areas Noted for Further Growth and/or Improvement

**A4: DASHBOARD STUDENT GROUP MATH** - Less than the majority of the school's numerically significant student groups have DFS scores above their respective statewide student group average DFS scores.

- The 2023 average DFS in Math for the school's Socioeconomically Disadvantaged student group (-58.8 DFS) is higher than the state average (-80.8 DFS).
- The 2023 average DFS in Math for the school's Latino student group (-62.9 DFS) is higher than the state average (-80.8 DFS).
- The 2023 average DFS in Math for the school's Students with Disabilities student group (-127.4 DFS) is lower than the state average (-127.3 DFS).
- The 2023 average DFS in Math for the school's Asian student group (35.3 DFS) is lower than the state average (50.8 DFS).
- The 2023 average DFS in Math for the school's Two or More Races student group (-16.2 DFS) is lower than the state average (-7.4 DFS).
- The 2023 average DFS in Math for the school's Filipino student group (-5.5 DFS) is lower than the state average (7.4 DFS).
- The 2023 average DFS in Math for the school's White student group (-14.5 DFS) is lower than the state average (-11.1 DFS).
- The 2023 average DFS in Math for the school's Black or African American student group (-78.1 DFS) is higher than the state average (-104.5 DFS).
- The 2023 average DFS in Math for the school's English Learner student group (-150.6 DFS) is lower than the state average (-93.4 DFS).

In light of these results, school leadership reports the following:

- *We've formulated a data team to help teachers with analyzing classroom and schoolwide data. This will in turn allow us to better inform instruction, make instructional decisions, necessary systemic improvements.*
- *We have provided Instructional Assistants in the majority of College Prep Algebra I classes and some Geometry classes. Research indicates that the incorporation of Instructional Assistants into courses can lead to greater student learning and performance... Our Instructional Assistants provide direct support to students individually and in small groups at the direction of the certificated teachers.*
- *Our PLC process in Math has allowed the math department to work more closely towards curriculum alignment which will help with providing clear expectations and consistency in how content is presented... PLCs provide time for course-alike teachers to share ideas and learn from each other. At monthly meetings, teachers bring classroom data to review and make informed instructional decisions. Further, CFAs are developed, unit tests and math exemplars (sic) explored. The math department is constantly working to improve the way they approach teaching and learning by modernizing the curriculum and upgrading their teaching skills through the PLC process.*



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**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI)** - Less than the majority of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages.

- The 2023 percentage of the school's Latino student group prepared for college or a career (41.2%) is higher than the state average (35.5%).
- The 2023 percentage of the school's Socioeconomically Disadvantaged student group prepared for college or a career (47.3%) is higher than the state average (35.4%).
- The 2023 percentage of the school's Students with Disabilities student group prepared for college or a career (11.0%) is lower than the state average (12.3%).
- The 2023 percentage of the school's African American student group prepared for college or a career (37.1%) is higher than the state average (25.1%).
- The 2023 percentage of the school's Two or More Races student group prepared for college or a career (50.0%) is lower than the state average (52.9%).
- The 2023 percentage of the school's White student group prepared for college or a career (49.5%) is lower than the state average (53.2%).
- The 2023 percentage of the school's Asian student group prepared for college or a career (67.7%) is lower than the state average (75.8%).
- The 2023 percentage of the school's Filipino student group prepared for college or a career (75.5%) is higher than the state average (65.2%).

In light of these results, school leadership reports the following:

- *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.*

**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR** - The schoolwide Dashboard Suspension Rate Indicator color is Orange, as compared to the state's color of Orange.

- The school's 2023 percentage of students suspended at least one day (1.7%) is lower than the state average (3.5%).

In light of these results, school leadership reports the following:

- *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... There has also been increased collaboration between the Student Support Services office, Deans, and counselors.*

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

#### Notes:

College/Career Indicator (CCI) is scored based on 2023 Status level data as reported on the 2023 Dashboard.

#### **English Learner (EL) Reclassification:**

As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance-Based Oversight Visit Report.



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**\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a Low Performing charter school based on the state's published list.**

**A1: DASHBOARD SCHOOLWIDE ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard ("DFS") <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD STUDENT GROUP ELA - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Math data (CDE)



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Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD STUDENT GROUP MATH - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have "Status/DFS" scores above the statewide DFS <input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> None of the school's numerically significant student groups have "Status/DFS" scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Red	
	<input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	

**A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low	
	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low	
	<input type="checkbox"/> Not Available – No assessment of performance for this indicator	
	<input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	

**A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric	Sources of Evidence
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<b>Performance</b>	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages	
	<input checked="" type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages	
	<input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages	
	<input type="checkbox"/> Not Available – No assessment of performance for this indicator	
	<input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	

**A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM - (GRADES K-8) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red	
	<input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard	
	<input checked="" type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	

**A9: DASHBOARD SCHOOLWIDE GRADUATION RATE - (GRADES 9-12) - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)
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**A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

**The information below is based on charter school's self-reported data and will not be scored.**



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The charter school did provide Verified Data for consideration.

**Academic Progress Indicator(s) for the 2022-2023 School Year:**

Academic Progress Indicator (ELA): California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics, Grades 3–8 and Grade 11

Assessment Administration:  
Spring

95% Participation Met\*:  
☒ Met ☐ Not Met

Academic Progress Indicator (Math): California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics, Grades 3–8 and Grade 11

Assessment Administration:  
Spring

95% Participation Met\*:  
☒ Met ☐ Not Met

\*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1. ☒ The charter school disaggregated student performance data for the following student groups: All Students, Asian, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Filipino, White, African American, Students with Disabilities, and English Learners.  
☐ The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following verified data report(s):  
☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*  
☐ MAP Growth by NWEA: *Student Growth Summary Report*  
☐ Star Assessment by Renaissance: *Star Growth Report*  
☒ Other: California Assessment of Student Progress ELA and Math  
☐ The charter school did not provide the correct report from the publisher to determine one year's growth.

**Postsecondary Outcomes (high school only):**

1. The charter school uses the Choose an item. data source and included the results of at least 95% of eligible students.  
 a. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The charter school included the number of eligible students and missing or non-participating students.
3. The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:

N/A

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**



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On December 8, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to approve with benchmarks the charter renewal petition of El Camino Real Charter High.

1. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.

**Benchmark Met.**

2. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.

**Benchmark Met.**

#### LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)

*The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:		Sources of Evidence
<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables		<input checked="" type="checkbox"/> Local Control Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes

Notes:

N/A



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</b> - The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report.</p> <ul style="list-style-type: none"> <li>School leaders highlighted the following key features (but not limited to) of the educational program: <ul style="list-style-type: none"> <li><i>Wellness and Counseling Support</i> - We added counselors to lower the student-to-counselor ratio and added a third full-time college counselor so we could meet the needs of our underclassmen as well as our seniors. We have both a full-time licensed and credentialed School Nurse and a full-time Licensed Vocational Nurse (LVN) on staff to assist with student medical issues, IEPs, and athletic eligibility. Beginning in the 2022-2023 school year, the school has four full-time school-based therapists. We have one school-wide Intervention Coordinator, a Latinx Intervention Coordinator, an African-American Intervention Coordinator, and a SWD/LGBT Intervention Coordinator.</li> <li><i>Experience based learning programs</i> - We feed our students' curiosity through Experience based learning programs such as Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VPA), Film Studies, ROTC, and Food and Nutrition Sciences. These programs drive the application of concepts and puts students in challenging projects and performances that bring out the best of their abilities and skills. In addition, students learn soft skills like teamwork, leadership, communication, and time management through our experiential learning programs.</li> <li><i>Academic Innovation</i> - ECR is proud to offer strong academic programs that focus on the whole child and incorporate a variety of instructional strategies and methods. Specific strategies include collaborative teams, peer tutoring, differentiated instruction, and leadership development. Standards-based instruction in all classrooms offer a successful system that clearly aligns curriculum and instruction expectations for teachers and students.</li> <li><i>We have also been able to offer increased summer school offerings including an AP Bridge program to increase the confidence of students to take AP classes and a Bridge Program to increase the math and ELA skills of incoming freshmen.</i></li> </ul> </li> <li>Review of documentation in Folder III, discussions with school leaders, and classroom observations included evidence of implementation of these key features, which were included in this year's areas of focus: <ul style="list-style-type: none"> <li><i>Curricular alignment in core classes</i></li> <li><i>PBIS – teachers at doors, positive comments</i></li> </ul> </li> </ul> <p><b>O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE</b> - The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.</p> <ul style="list-style-type: none"> <li>Per the LAUSD Office of Data &amp; Accountability's Data Sets for suspension, expulsion, and disproportionality, the school's 2022-2023 suspension event rate was less than 3% and zero expulsions. Review of documentation in Folder III, discussions with school leaders, and classroom/campus observations</li> </ul>	



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included evidence of systems to promote a positive school climate. School leadership shared the following incentives as part of its *School Positive Behavior and Support System*:

- *Good attendance qualifies juniors and seniors for lunch passes*
- *Student-athletes are ineligible until the next grading period if they have more than one "U" in citizenship on progress reports and report.*
- *We utilize the "On the Spot Recognition" program so that teachers and students can send words of encouragement to each other.*
- *Kindness Counts program recognizes and rewards students who are exhibiting positive/exemplary behaviors. (Students given "front of the line" cafeteria passes).*
- Additionally, school leadership shared the following *System for Data Monitoring and Analysis*:
  - *Suspension data is reviewed periodically by Deans Office staff and administrative staff. It is also reviewed at Safety Committee meetings.*
  - *The school has a system that generates reports in real time in an interactive dashboard. These reports are available continuously and are emailed periodically to intervention staff.*

#### Areas Noted for Further Growth and/or Improvement

None noted at this time.

#### Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

#### Notes:

**O1** – Per the *Los Angeles Daily News*, "El Camino Real Charter High School team won the 2024 U.S. National Academic Decathlon on Saturday, April 27 in Pittsburgh, Pennsylvania, for the second year in a row," making it its 10<sup>th</sup> national championship and "holding the most academic decathlon championships in the U.S."

#### **\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*



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*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)  High School: <input checked="" type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input checked="" type="checkbox"/> WASC Accreditation Notification Letter <input checked="" type="checkbox"/> UC Doorways course approval <input checked="" type="checkbox"/> Graduation Requirement/Policy <input checked="" type="checkbox"/> Math Placement Assessment Policy <input checked="" type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input checked="" type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators
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**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR***The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Rubric	Sources of Evidence
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<b>Performance</b>	<p><input type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report</p> <p><input checked="" type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system</p>
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DATE OF VISIT: 2/29/2024**O3: SPECIAL EDUCATION - QUALITY INDICATOR***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership
	<input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records	
	<input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/>	
	<input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements	
	<input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	
	<input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	



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- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation
	<input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups	<input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying
	<input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Professional Development documentation
	<input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality
		<input checked="" type="checkbox"/> Classroom/site Observation
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Stakeholder focus group
		<input type="checkbox"/> Other: (Specify)



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*The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input checked="" type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current



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- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
	<p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

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DATE OF VISIT: 2/29/2024

### Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

**A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.**

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.**

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: None.		



LAUSD CHARTER SCHOOLS DIVISION

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### Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

**A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.**

Item	Evident	Not Evident
<p>The following information posted to the school's website:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LCAP, per Ed. Code § 47606.5(h)</li> <li><input type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1)</li> <li><input type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6</li> <li><input type="checkbox"/> Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6</li> <li><input type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6</li> </ul>	☒	<input type="checkbox"/>
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	☒	<input type="checkbox"/>
Access to approved charter	☒	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☒	<input type="checkbox"/>
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	<input type="checkbox"/>
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	<input type="checkbox"/>



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Notes:

None



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 2/29/2024

8617	2019-2020					2020-2021					2021-2022				
El Camino Real Charter High	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		12,528,799	12,729,061	27,178,283	13,282,107		28,320,081	30,832,911	45,785,550	24,535,106		29,698,121	21,939,977	51,345,897	23,373,143
Accounts Receivable		2,537,163	2,537,163	3,749,170	4,342,430		7,634,139	9,298,062	3,321,893	3,321,894		1,725,356	1,725,356	79,075	1,550,223
Other Current Assets		906,845	906,845	842,971	842,971		842,971	0	176,551	176,551		135,241	1,759,190	1,260,888	6,874,049
<b>Total Current Assets</b>		<b>15,972,807</b>	<b>16,173,069</b>	<b>31,770,424</b>	<b>18,467,508</b>		<b>36,797,191</b>	<b>40,130,973</b>	<b>49,283,994</b>	<b>28,033,551</b>		<b>31,558,718</b>	<b>31,257,323</b>	<b>52,685,860</b>	<b>31,797,415</b>
Fixed and Other Assets		7,171,062	7,171,062	7,143,296	6,664,512		6,965,458	6,937,306	6,364,427	6,363,656		6,317,733	6,317,733	6,232,487	6,232,487
<b>Total Assets</b>		<b>23,143,869</b>	<b>23,344,131</b>	<b>38,913,720</b>	<b>25,132,020</b>		<b>43,762,649</b>	<b>47,068,279</b>	<b>55,648,421</b>	<b>34,397,207</b>		<b>37,876,451</b>	<b>37,575,056</b>	<b>58,918,346</b>	<b>38,029,902</b>
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		2,430,130	2,430,130	2,827,354	2,716,644		6,19,128	1,156,375	2,829,888	3,068,305		5,174,488	5,174,488	6,118,645	5,860,387
Other Long Term Liabilities		0	0	193,596	0		4,009,296	4,048,391	0	0		232,691	232,691	243,890	0
Unfunded OPEB Liabilities		12,535,595	12,535,595	30,003,560	16,387,765		31,344,005	32,037,227	32,697,438	11,447,081		10,446,629	10,446,629	26,203,640	5,744,200
<b>Total Liabilities</b>		<b>14,965,725</b>	<b>14,965,725</b>	<b>33,024,510</b>	<b>19,104,409</b>		<b>35,972,429</b>	<b>37,202,898</b>	<b>39,575,717</b>	<b>14,515,386</b>		<b>15,853,808</b>	<b>15,853,808</b>	<b>32,566,175</b>	<b>11,604,587</b>
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>8,178,144</b>	<b>8,378,406</b>	<b>5,889,210</b>	<b>6,027,611</b>		<b>7,790,220</b>	<b>9,865,381</b>	<b>16,072,704</b>	<b>19,881,821</b>		<b>22,022,643</b>	<b>21,721,248</b>	<b>26,352,171</b>	<b>26,425,315</b>
Total Revenues	40,240,990	40,675,142	41,199,091	42,804,025	44,713,827	36,391,318	42,355,205	42,043,494	48,420,536	53,706,696	45,751,865	49,082,103	46,196,939	43,083,110	51,199,804
Total Expenditures	40,053,513	40,222,624	40,543,347	44,637,477	46,408,878	36,112,422	40,464,195	38,077,323	38,375,445	39,852,486	43,409,347	43,132,164	44,357,512	36,612,760	44,656,310
<b>Net Income / (Loss)</b>	<b>187,477</b>	<b>452,518</b>	<b>655,744</b>	<b>(1,833,452)</b>	<b>(1,695,051)</b>	<b>278,896</b>	<b>1,891,010</b>	<b>3,966,171</b>	<b>10,045,091</b>	<b>13,854,210</b>	<b>2,342,518</b>	<b>5,949,939</b>	<b>1,839,427</b>	<b>6,470,350</b>	<b>6,543,494</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	10,000	10,000	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>187,477</b>	<b>452,518</b>	<b>655,744</b>	<b>(1,833,452)</b>	<b>(1,695,051)</b>	<b>278,896</b>	<b>1,901,010</b>	<b>3,976,171</b>	<b>10,045,091</b>	<b>13,854,210</b>	<b>2,342,518</b>	<b>5,949,939</b>	<b>1,839,427</b>	<b>6,470,350</b>	<b>6,543,494</b>
Net Assets, Beginning	12,232,664	5,889,210	5,889,210	5,889,210	6,027,611	8,378,406	5,889,210	5,889,210	5,889,210	6,027,611	15,237,560	16,072,704	16,072,705	16,072,705	19,881,821
Adj. for restatement / Prior Yr Adj	0	0	(2,964)	(2,964)	0	0	0	0	138,403	0	0	0	3,809,116	3,809,116	0
<b>Net Assets, Beginning, Adjusted</b>	<b>12,232,664</b>	<b>5,889,210</b>	<b>5,886,246</b>	<b>5,886,246</b>	<b>6,027,611</b>	<b>8,378,406</b>	<b>5,889,210</b>	<b>5,889,210</b>	<b>6,027,613</b>	<b>6,027,611</b>	<b>15,237,560</b>	<b>16,072,704</b>	<b>19,881,821</b>	<b>19,881,821</b>	<b>19,881,821</b>
<b>Net Assets, End</b>	<b>12,420,141</b>	<b>6,341,728</b>	<b>6,541,990</b>	<b>4,052,794</b>	<b>4,332,560</b>	<b>8,657,302</b>	<b>7,790,220</b>	<b>9,865,381</b>	<b>16,072,704</b>	<b>19,881,821</b>	<b>17,580,078</b>	<b>22,022,643</b>	<b>21,721,248</b>	<b>26,352,171</b>	<b>26,425,315</b>
Unrestricted Net Assets		8,178,144	8,378,406	5,889,210	6,027,611		7,790,220	9,865,381	14,865,054	19,881,821		21,974,947	21,110,252	25,613,255	26,425,315
Restricted Net Assets		0	0	0	0		0	0	1,207,650	0		47,696	610,996	738,916	0

8617	Audited Financials					2022-2023					2023-2024				
El Camino Real Charter High	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	13,282,107	24,535,106	23,373,143	31,155,388	0		27,596,670	27,523,694	63,975,626	31,155,388		36,000,000	37,569,124	0	0
Accounts Receivable	4,342,430	3,321,894	1,550,223	1,847,701	0		535,513	30,554,932	1,847,280	1,847,701		600,000	8,530,000	0	0
Other Current Assets	842,971	176,551	6,874,049	7,259,604	0		6,596,328	177,256	321,981	7,259,604		7,765,403	2,344,403	0	0
<b>Total Current Assets</b>	<b>18,467,508</b>	<b>28,033,551</b>	<b>31,797,415</b>	<b>40,262,693</b>	<b>0</b>		<b>34,728,511</b>	<b>58,255,882</b>	<b>66,144,888</b>	<b>40,262,693</b>		<b>44,365,403</b>	<b>46,333,527</b>	<b>0</b>	<b>0</b>
Fixed and Other Assets	6,664,512	6,363,656	6,232,487	6,740,587	0		6,267,754	6,301,569	6,740,588	6,740,587		7,108,079	7,168,079	0	0
<b>Total Assets</b>	<b>25,132,020</b>	<b>34,397,207</b>	<b>38,029,902</b>	<b>47,003,280</b>	<b>0</b>		<b>40,996,265</b>	<b>64,557,451</b>	<b>72,885,475</b>	<b>47,003,280</b>		<b>51,473,482</b>	<b>53,501,606</b>	<b>0</b>	<b>0</b>
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	2,716,644	3,068,305	5,860,387	5,914,678	0		6,100,885	5,003,335	5,758,869	5,914,678		2,849,519	2,493,889	0	0
Other Long Term Liabilities	0	0	0	0	0		243,890	243,890	266,936	0		243,890	243,890	0	0
Unfunded OPEB Liabilities	16,387,765	11,447,081	5,744,200	1,881,947	0		6,642,503	28,597,049	26,722,139	1,881,947		6,642,503	6,642,503	0	0
<b>Total Liabilities</b>	<b>19,104,409</b>	<b>14,515,386</b>	<b>11,604,587</b>	<b>7,796,625</b>	<b>0</b>		<b>12,987,278</b>	<b>33,844,274</b>	<b>32,747,944</b>	<b>7,796,625</b>		<b>9,735,912</b>	<b>9,380,282</b>	<b>0</b>	<b>0</b>
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>6,027,611</b>	<b>19,881,821</b>	<b>26,425,315</b>	<b>39,206,655</b>	<b>0</b>		<b>28,008,987</b>	<b>30,713,177</b>	<b>40,137,531</b>	<b>39,206,655</b>		<b>41,737,570</b>	<b>44,121,324</b>	<b>0</b>	<b>0</b>
Total Revenues	44,713,827	53,706,696	51,199,804	62,083,145	0	48,321,627	51,797,198	55,018,033	61,447,080	62,083,145	54,636,848	53,278,893	55,400,421	0	0
Total Expenditures	46,408,878	39,852,486	44,656,310	49,301,805	0	47,870,517	50,140,382	50,730,171	47,734,864	49,301,805	52,599,850	51,678,854	50,485,752	0	0
<b>Net Income / (Loss)</b>	<b>(1,695,051)</b>	<b>13,854,210</b>	<b>6,543,494</b>	<b>12,781,340</b>	<b>0</b>	<b>451,110</b>	<b>1,656,816</b>	<b>4,287,862</b>	<b>13,712,216</b>	<b>12,781,340</b>	<b>2,036,998</b>	<b>1,600,039</b>	<b>4,914,669</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>(1,695,051)</b>	<b>13,854,210</b>	<b>6,543,494</b>	<b>12,781,340</b>	<b>0</b>	<b>451,110</b>	<b>1,656,816</b>	<b>4,287,862</b>	<b>13,712,216</b>	<b>12,781,340</b>	<b>2,036,998</b>	<b>1,600,039</b>	<b>4,914,669</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	7,722,662	6,027,611	19,881,821	26,425,315	0	21,721,248	26,352,171	26,352,171	26,352,171	26,425,315	33,163,702	40,137,531	40,137,531	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	73,144	73,144	0	0	0	(930,876)	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>7,722,662</b>	<b>6,027,611</b>	<b>19,881,821</b>	<b>26,425,315</b>	<b>0</b>	<b>21,721,248</b>	<b>26,352,171</b>	<b>26,425,315</b>	<b>26,425,315</b>	<b>26,425,315</b>	<b>33,163,702</b>	<b>40,137,531</b>	<b>39,206,655</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>6,027,611</b>	<b>19,881,821</b>	<b>26,425,315</b>	<b>39,206,655</b>	<b>0</b>	<b>22,172,357</b>	<b>28,008,987</b>	<b>30,713,177</b>	<b>40,137,531</b>	<b>39,206,655</b>	<b>35,200,700</b>	<b>41,737,570</b>	<b>44,121,324</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	6,027,611	19,881,821	26,425,315	39,206,655	0		0	348,051	34,501,009	39,206,655		35,792,662	38,371,782	0	0
Restricted Net Assets	0	0	0	0	0		0	1,057,472	5,636,522	0		5,944,909	5,749,542	0	0



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### FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **4, Accomplished**.

**Other circumstances and information could influence the rating and are noted in this evaluation.**

#### Financial Highlights

El Camino Real Charter High's (ECRCH) fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
El Camino Real Charter High School	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets *	\$6,027,611	\$19,881,821	\$26,425,315	\$39,206,655	\$44,121,324
Net Income / (Loss) *	(\$1,695,051)**	\$13,854,210	\$6,543,494	\$12,781,340	\$4,914,669
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$13,282,107	\$24,535,106	\$23,373,143	\$31,155,388	\$37,569,124
Unrestricted Net Assets	\$6,027,611	\$19,881,821	\$26,425,315	\$39,206,655	\$38,371,782
Norm Enrollment Reported by the School	3,517	3,652	3,567	3,479	3,171
FINANCIAL RATIO ANALYSIS					
<b>Fund Reserve (Reserve for Economic Uncertainty)</b> (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	12.99%	48.89%	59.17%	79.52%	76.01%



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<b>Cash Reserve Level</b> (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	28.62%	61.56%	52.34%	63.19%	74.42%
<b>Current Ratio (Working Capital Ratio)</b> (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	679.79%	913.65%	542.58%	680.73%	1857.88%
<b>Debt Ratio</b> (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	76.02%	42.20%	30.51%	16.59%	17.53%

\*The Net Asset and Net Income figures represent the school's financial condition including its actuarial Other Post-Employment Benefits (OPEB) liability and related expenses for the respective fiscal years, as required by Financial Accounting Standards Board Accounting Standards Codification 715 (ASC 715). According to the latest ASC 715 Actuarial Valuation Report for the fiscal year ending June 30, 2023 (issued by a certified actuary on August 10, 2023), and the 2022-2023 independent audit report, as of June 30, 2023, the school's net accumulated post-retirement benefit obligation was estimated at \$1,881,947. Per ECRCH, its accrued OPEB expenses were \$2,771,411, \$3,238,176, \$2,911,705, and \$1,138,515 for Fiscal Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023, respectively.

Per ECRCH, the school made annual contributions to its OPEB in the amount of \$2,640,000, during Fiscal Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023, respectively. Per ECRCH's ASC 715 Actuarial Valuation Report (as well as its 2022-2023 annual independent audit report), as of June 30, 2023, the market value of ECRCH's plan assets earmarked for its OPEB funds on deposit with its third-party administrator\*\*\* was reported at \$25.3M, which exceeds the estimated future benefit payments under the school's OPEB plan over the next 10 years. Based on the June 30, 2023, ASC 715 Actuarial Valuation Report and the 2022-2023 independent audit report, the expected retiree payments (mainly the actual pay-as-you-go costs) were estimated at \$6.0M over the next 10 years (i.e., from fiscal years ending June 30, 2024, through June 30, 2033).

\*\*The school reported a net loss of **(\$1,695,051)** in Fiscal Year 2019-2020 when factoring in its obligation for OPEB and the related accrued expenses, as required by ASC 715. When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net income of \$1,076,360 (and net assets of \$22,415,376).

\*\*\* Per documentation provided and per the ECRCH Chief Business Officer (CBO), ECRCH's OPEB plan assets are held in an Irrevocable Trust in the name of "El Camino Real Healthcare Trust" managed by a third-party administrator (US Bank).

#### Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive. Please refer to the Financial Highlights table above.



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No significant items noted.

**Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**

**1. Associated Student Body Account (ASB):**

Based on the CSD's review of the ASB trust accounts, the CSD summarizes the following observations and recommendations:

**A: Observation:** Inactive Associated Student Body Trust (Club/Graduating Class and Scholarships) - Lack of Written Policy on How to Treat Inactive Clubs and Graduating Class

- **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies, and Procedures.
- **Description of Observation:** CSD's review of ECRA's ASB trust accounts, the school has 104 clubs, graduating classes and scholarship accounts. According to the student store manager, some are inactive trust accounts that have balances remaining and the CSD was informed that ECRA has no written policy on how to handle these inactive ASB trust accounts. Lack of Written Policy on How to Treat Inactive Policy and Procedures on Inactive Clubs and Graduating Class
- **Charter Operator's Fiscal Policies and Procedures:** None stated
- **Charter School's or Charter Operator's Response:** "We experienced a transition in teachers in our student council/ASB program. The former teacher resigned and now the new teachers are working on establishing policies on how to treat inactive graduating class money. In the past, the students would formally vote each year, the students voted on a different action plan to take."
- **CSD's Recommendations/Comments:** Page 25 of the 2015 FCMAT Associated Student Body Accounting Manual ("FCMAT ASB Manual") states: "All ASB trust accounts are part of the general ASB, so if a club becomes inactive or closes, any remaining funds would revert to the general student council unless stated otherwise in the club's constitution or a decision made by students before the club became inactive provides specific instructions to do otherwise. It is best if the district's ASB board policy or the ASB constitution and bylaws state what is to be done with the funds of a club that has become inactive (for example, the funds should be transferred to the general student council). If the board policy and constitution are silent about inactive clubs, it is appropriate for the general student council to decide on the use of the funds after a reasonable amount of time has passed (e.g., 18 months). If possible, the funds should be used for the same type of purpose for which they were originally raised. If that proves too difficult because the club is now inactive, FCMAT recommends that the funds be used in a way that will benefit the most students at the school."

**B: Requests for Expenditures of ASB Funds-Lack of ASB Representatives' Signatures:**

- **Source(s) of Document Reviewed:** Check Register.
- **Description of Observation:** CSD observation of ASB expenditures revealed that they lacked student representatives' signatures.
- **Charter Operator's Fiscal Policies and Procedures:** None stated
- **Charter School's or Charter Operator's Response:** ASB revenue and expenditures are integrated into the school's financials, they are not processed separate from the system. ASB expenditures go through the same purchase order approval process as everything else. In addition, the



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Monthly Expenditures from ASB are provided to the Board and Public as part of the Fiscal reports. Finally, Trust Balances for all Student Clubs and Teams are also included in ECRA's monthly reports to the Board and Stakeholders.

**CSD's Recommendations/Comments:** Page 11 of the FCMAT ASB Manual states: Expenditures cannot be made from ASB funds without appropriate approval. For organized ASB that approval must come with three required signatures. These three signatures meet the requirements for approval in Education Code section 48933(b). These signatures must include a student representative, a board designee (principal) and a certificated advisor.

**C: The Student Council Duties Are Not Clearly Defined in School's Policy:**

- **Source(s) of Document Reviewed: Charter Operator's Fiscal Policies, and Procedures.**

**Description of Observation:** During CSD segregation of duty interview, ECRA's Chief Executive Officer (CEO) and CBO both stated the student council does not develop and adopt the ASB budget, but the leadership team are aware of the requirement from the education code and will implement the procedure.

- **Charter Operator's Fiscal Policies and Procedures:** None stated
- **Charter School's or Charter Operator's Response:** We're aware an organized ASB duties and responsibility but we're not quite ready to implement the policy and procedure and requiring the leadership class to develop and adopt ASB budget. "The policies and procedures listed in the school's financial policies and procedures guide are applicable to the student body as well. Purchase orders, administrative approval are delineated in the FPP and the administrator with ASB oversight (or Executive Director) ins required to approve ASB related transactions."
- **CSD's Recommendations/Comments;** Pages 10 and 11 of the FMCAT ASB Manual state that the main responsibilities of the student council include the following:
  - Developing and adopting the annual budget for the student council/leadership class.
  - Authorizing the budgets for all student clubs.
  - Authorizing fundraising events for all student clubs, with additional authorization from the principal/school administrator if required in that District. In some districts, the student council is not given this authority; rather, it is notified of what the principal/school administrator has approved.
  - Approving expenditures, in addition to approval from a board designee and the ASB advisor. In some districts the student council will approve expenditures from all student funds before the spending occurs; in others the general student council approves after the fact; and in others it does not approve any expenditures (for student clubs) but is informed of them. The student council must approve its own expenditures before spending occurs.
  - Reviewing financial reports and bank reconciliations from all student clubs.
  - Approving new clubs (in addition to approval from the principal/school administrator).
  - Approving who will be student council auxiliary members of other functions, such as head of lighting and head of sound.
  - Approving the student council's policies and procedures and determining how student council members will perform their duties, as well as the consequences for nonperformance of duties.



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The CSD recommends the school implement policies and procedures which take into consideration the guidance established by FCMAT, including the afore-mentioned areas concerning the school's ASB accounts and activities to ensure that ASB funds raised and spent are properly approved, accounted for, and monitored in accordance with sound business practices.

The Charter Schools Division will review the recommended updates to the school's fiscal policies by or during the next oversight visit. The results may be factored into the school's rating for next year. This is the second consecutive year in which the student body accounts were noted as observations.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
  - a. Audit opinion: Unmodified/Unqualified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals do not mirror each other. There were audit adjustments and reclassification for 1] a reduction of both Investment and the OPEB Unfunded Liability in the amount of \$27.2M; 2] Cash in County Treasury reduced for interest rate risk \$544K. The school's reported Norm Enrollment was 3,517, 3,652, 3,567, 3,479, and 3,171 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated decrease in enrollment of 346 students (or 9.8%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 3,171 students, which is 455 students (or approximately 12.5%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 3,626 students) per the school's petition enrollment roll-out plan in its operative charter. In response to the CSD's observations regarding the school's declining Norm Enrollment since Fiscal 2020-2021 per Norm Enrollment History table below, ECRCH stated: "The school experienced lower-than expected students' enrollment in the last year due to a larger graduating senior and a significant smaller incoming freshmen student. Enrollment is important but sometimes it's better to have a smaller class size. Recruitment Strategies to address and improve the declining students' enrollment are continued advertising on Facebooks, social media, reach out to the Spanish communities and posting school's name on its own buses to get our name out there."

The school's Norm Enrollment history is summarized below.

El Camino Real Charter High's Norm Day Enrollment History					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
9	916	916	840	845	681
10	898	942	888	841	807
11	854	910	923	885	806
12	849	886	916	908	877
<b>Total Enrollment</b>	<b>3517</b>	<b>3652</b>	<b>3567</b>	<b>3479</b>	<b>3171</b>
<b>Increase/(Decrease) in Enrollment from Prior Year</b>	<b>N/A</b>	<b>135</b>	<b>(85)</b>	<b>(88)</b>	<b>(308)</b>
<b>Enrollment Growth/(Decrease) (%)</b>	<b>N/A</b>	<b>3.8%</b>	<b>(2.3%)</b>	<b>(2.5%)</b>	<b>(8.9%)</b>



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As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023, and projects a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.

3. A Segregation of Duties (SOD) review(s) was conducted in person at El Camino Real Charter High. No discrepancies were noted.
4. The school has a lease agreement with LAUSD on a District site (Sole Occupancy). According to the District Charter Schools Accounting Unit's record, as of 4/8/2024, the school owes Facilities Service, Division-Maintenance and Operation Branch \$14,874.

## II. Review of 2023-2024 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were provided.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering postemployment healthcare benefits (medical, dental, and vision) to eligible retirees and eligible covered spouses and pays a portion of the cost, STRS, PERS, and Social Security to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report. were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.



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16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were not provided as the charter school has indicated not applicable.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided. No discrepancies were noted.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from 12/2022 to 12/2023) were provided. Reviewed 31 checks (and 5 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), b) All credit card statements for the most current six months (spanning from 7/2023 to 12/2023) were provided. Selected the months of 7/2023 through 11/2023 and reviewed 25 credit card transactions for sample testing. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) Monthly bank statements and reconciliation reports for the most current six months (spanning from 7/2023 to 12/2023), were provided. Selected the months of 7/2023 through 12/2023 for sample testing. No discrepancies were noted.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were provided. Reviewed student body financial records from 12/2022 through 12/2023. The CSD's observations were noted under Other Observations.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.
28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate: were not provided as the charter school has indicated not applicable.
30. Disclosure of legal issues was provided. According to ECRCH management and their legal counsel, all pending litigation is not expected to have a material adverse effect on the overall financial position of the school.



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**Existing School** – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

**New School** – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis &amp; Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;</li> <li>5. Vendors and staff are consistently paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;</li> <li>5. Vendors and staff are generally paid in a timely manner;</li> <li>6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>8. Governing board adopts the annual budget;</li> <li>9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD;</li> <li>10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>11. There is no apparent conflict of interest;</li> <li>12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school's website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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*An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished** [Rating of 4].*

12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP submitted to the appropriate agencies, are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;

*An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient** [Rating of 3].*

14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



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<p><b><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></b></p> <ol style="list-style-type: none"> <li>The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;</li> <li>The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits;</li> <li>The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits;</li> <li>Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></b></p> <ol style="list-style-type: none"> <li>The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;</li> <li>The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;</li> <li>The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;</li> <li>Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);</li> <li>Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>
<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the</li> </ol>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b>  A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter</p>



LAUSD CHARTER SCHOOLS DIVISION

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***An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].***

school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;

2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);

***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***

school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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<p><b><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;</li> <li>7. The most current annual independent audit is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</li> <li>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</li> </ol>	
<p><b><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Interim reports and/or unaudited actuals project positive net assets;</li> <li>2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;</li> <li>4. Governing Board adopts the annual budget;</li> <li>5. The governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;</li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



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6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
7. The most current governing board-approved LCAP is posted on the charter school's website; and
8. The LCAP is submitted to the appropriate agencies.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.