



El Camino Real Charter High School

Finance and Investment Board meeting

June 2024 Finance and Investment Board meeting

Date and Time

Monday June 17, 2024 at 6:00 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

Gregg Solkovits - 2345 El Vista Street Redding, CA 96002

The Finance and Investment Committee is a standing committee of the Board of Directors of El Camino Real Alliance.

For committee 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" FINANCE AND INVESTMENT COMMITTEE MEETINGS.

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

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5. Any public records relating to an agenda item for an Open Session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 5440 Valley Circle Blvd., Woodland Hills, California, 91367.

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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.

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Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Call the Meeting to Order	Daniela Lopez-Vargas	1 m
B.	Record Attendance and Guests	Ryan Guinto	1 m
C.	Pledge of Allegiance to the United States of America (USA)	Daniela Lopez-Vargas	1 m

	Purpose	Presenter	Time	
(TBD) will lead meeting participants in the Pledge of Allegiance to the United States of America (USA).				
D.	Public Comments	Discuss	Daniela Lopez-Vargas	30 m
II.	Consent		6:33 PM	
A.	Approve Minutes of the May 16, 2024, Finance and Investment Committee Meeting	Approve Minutes	Daniela Lopez-Vargas	1 m
III.	Investment		6:34 PM	
A.	May 2024 Investment Update	Discuss	G. Wood	10 m
Mr. Gregory Wood, CBO, will present the May 2024, Investment Update.				
IV.	Finance		6:44 PM	
A.	May 2024 Financial Update	Discuss	G. Wood/A. Ilyas	10 m
Mr. Gregory Wood, CBO, and Ms. Arleta Ilyas, Director, Accounting and Finance, will present the May, 2024, Financial Update.				
B.	Review and Recommend to the Full Board the May 2024 Check Registers	Vote	A. Ilyas / G. Wood	10 m
Review of May 2024 check registers for the City National Bank Accounts.				
C.	Review and Recommend to the Full Board the May 2024 Credit Card Charges	Vote	A. Ilyas / G. Wood	10 m
Review the credit card charges for May 2024				
V.	School Business		7:14 PM	
A.	Discussion on the Local Control Accountability Plan (LCAP) 2024-2025 Proposed Goals and Actions	Vote	Minita Clark	30 m
Ms. Clark, Administrative Director, will lead a discussion and vote on whether or not to				

	Purpose	Presenter	Time	
	recommend that the full Board approve the 2024-2025 LCAP Proposed Goals and Actions.			
B.	Discussion and Vote to Recommend to the Full Board Marketing Budget Proposal	Vote	R. Covarrubias	10 m
	Mr. Covarrubias, Marketing Coordinator, will lead a discussion to recommend the marketing budget proposal for 2024-2025			
C.	Discussion and Vote to Recommend to the Full Board Capital Improvements Budget Proposal	Vote	Ryan Guinto	10 m
	Mr. Guinto will lead the discussion for the Capital Improvement Budget Proposal			
D.	Discussion and Vote to Recommend to the Full Board Technology Budget Proposal	Vote	Ryan Guinto	10 m
	Mr. Guinto will lead the discussion on the Technology Budget Proposal			
E.	Discussion and Vote to Recommend to the Full Board RFP Bid Award for Transportation Services	Vote	Fernando Delgado	10 m
	Mr. Delgado, COO, will lead a discussion on awarding the bid for the Transportation Services RFP.			
F.	Discussion and Vote to Recommend to the Full Board RFP Bid Award for Campus Security Services RFP	Vote	Jason Camp	10 m
	Jason Camp, Administrative Director, will lead the discussion on awarding the Campus Security Services RFP.			
G.	Discussion and Vote to Recommend to the Full Board RFP Bid Award for Public Address (PA) System	Vote	Ryan Guinto	10 m
	Prior to the vote, Ryan Guinto, Director of Technology, will lead the discussion on the RFP Bid Award for Public Address (PA) System			
H.	Discussion and Vote to Recommend to the Full Board 2024-2025 CharterSAFE General Insurance Contract Renewal	Vote	Gregory Wood	10 m
	Mr. Wood, CBO, will lead a discussion prior to the vote to recommend a renewal of the CharterSAFE contract to the full Board.			

	Purpose	Presenter	Time
I. Discussion and Vote to Recommend to the Full Board Substitute Vendor Contract Renewal	Vote	Vania Rodriguez	10 m
Vania Rodriguez, Director of Human Resources, will lead the discussion on the Contract Renewal for Substitute Vendor.			
J. Discussion and Vote to Recommend to the Full Board the Sage Contract for Intervention Support	Vote	Juan Alba	10 m
Prior to the vote, Juan Alba, Administrative Director, will lead the discussion for the Sage Contract for Intervention Support			
K. Discussion and Vote to Recommend to the Full Board the Math and Athletics Instructional Material Account (IMA)	Vote	Math Department and Athletic Director	10 m
Prior to the vote, Math Department and Athletic Director will lead the discussion for the Math and Athletics Instructional Material Account (IMA)			
L. Discussion and Vote to Recommend to the Full Board the 2024-2025 CDE Consolidate Application for Funding	Vote	A. Ilyas / G.Wood	10 m
Prior to the vote, Greg Wood, CBO, and Arleta Ilyas, will lead the discussion on the 2024-2025 CDE Consolidate Application for Funding			
M. Discussion and Vote to Recommend to the Full Board 2024-2025 Budget Approval	Vote	A. Ilyas / G.Wood	30 m
Prior to the vote, Greg Wood and Arleta Ilyas will lead the discussion on the 2024-2025 Budget Approval.			
VI. Closing Items			10:04 PM
A. Adjourn Meeting	Vote	Daniela Lopez-Vargas	1 m

Coversheet

Approve Minutes of the May 16, 2024, Finance and Investment Committee Meeting

Section: II. Consent
Item: A. Approve Minutes of the May 16, 2024, Finance and Investment
Committee Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Finance and Investment Board meeting on May 16, 2024

DRAFT



El Camino Real Charter High School

Minutes

Finance and Investment Board meeting

May 2024 Finance and Investment Board meeting

Date and Time

Thursday May 16, 2024 at 5:30 PM

Location

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Committee Members Present

Alexandra Ramirez, Daniela Lopez-Vargas, Gregg Solkovits

Committee Members Absent

None

Guests Present

Ryan Guinto

I. Opening Items

A. Call the Meeting to Order

B.

Record Attendance and Guests

Daniela Lopez-Vargas came in at 5:35PM

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

There were no public comments

E. CBO Report

Mr. Wood, ECRCHS CBO, presented the CBO Report to the Committee highlighting the following:

SSC & CASBO preliminary reports: Mr. Wood explained that it is a busy time in the fiscal world, noting that preliminary state-level information for May had been released the previous Friday. He mentioned receiving two reports from the School Services of California and the California Association of School Business Officers (CASBO), which summarized some items and agenda points, though the two sources did not entirely agree on the governor's statements. However, both agreed that the Consumer Price Index (CPI) for the next year would be 1.07, applying to Prop. 98 and certain categorical funding areas like special education. He noted that funding this would require using rainy day reserves, which would be depleted by the next year's budget.

UMP: Regarding the Universal Meals Program (UMP), Mr. Wood highlighted that the School Services of California believed the program might be amended to only provide free meals to schools with over 40% of students qualifying for reduced-price meals. If this change were implemented, only eligible students would receive free or reduced meals, with others having to pay. This interpretation differed from CASBO's, which indicated the program would continue to be funded. Mr. Wood stated they would get more information during a seminar on Tuesday, the 21st, and would update the full board with any new information.

Mr. Solkovits added that Robert Rivas, the Speaker of the Assembly in Sacramento, emphasized the importance of the Universal Meals Program, calling it one of their "crown jewels." The sentiment in the legislature was to avoid cuts to the program if possible.

Mr. Wood concluded by clarifying that the governor's recommendations, such as the proposed 40% threshold for the Universal Meals Program, would not become law until the legislature passed them, which was expected to happen by mid-June.

II. Consent

A.

Approve Minutes of the April 18th, 2024, Finance and Investment Committee Meeting

Gregg Solkovits made a motion to approve the Minutes of the April 18th, 2024, Finance and Investment Committee Meeting.

Alexandra Ramirez seconded the motion.

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

III. Investment

A. April 2024 Investment Update

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

OPEB account: Mr. Wood reported on the OPEB account, stating that as of the end of April, it contained \$29.2 million across the three investment accounts. Contributions to date amounted to \$2.2 million, while \$357,000 had been paid to retirees since October. Investment gains totaled \$2 million, bringing the account from \$25.3 million at the start of the year to \$29.2 million, an 8% increase in investments and a 15% overall account increase, including contributions. Although April saw a \$600,000 loss, the OPEB account had risen to \$30.445 million by mid-May, a \$1.2 million increase.

General Account: Regarding the General account, Wood mentioned that it was \$6.5 million at the end of April, now increased to \$6.76 million, with Annuity and T-bills contributing another \$800,000. He also noted that the actuary had received data on pending retirees, with new healthcare premium rates between 4.5% and a little over 5%. Preliminary actuarial reports suggested the OPEB account was on track for full funding, barring any significant market downturns by year-end.

Mr. Solkovits inquired about the proportion of the funds invested in more traditional, interest-bearing instruments like T-bills or CDs, compared to equities. **Mr. Wood** responded that \$400,000 of general fund investments are in a 3.8% T-bill, and most non-investments are held in the county treasury account, which earns about 1.8 to 2% interest.

Mr. Solkovits then pointed out that there is considerable anticipation on Wall Street regarding a potential Fed rate cut if inflation drops, which could affect savings accounts. He assumed the consultants are considering this. **Mr. Wood** confirmed this, noting that favorable discount rates in the actuary report would positively impact the long-term liabilities, suggesting hopeful news on both fronts.

IV. Finance

A. April 2024 Financial Update

1. April 2024 Financial Update

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

Cafeteria Update: Mr. Wood provided an update on the cafeteria's performance, noting a 5% decline in meals served compared to last year, which aligns with a similar drop in student enrollment. He mentioned that participation rates is similar to last year with the current student numbers.

The cafeteria generated \$195,000 in revenue for April, with expenses primarily from the Chartwells contract totaling \$156,000. Miscellaneous expenses like salary, repairs, and operating expenses were also factored in.

The fund balance increased by \$35,000 for April and \$262,000 year-to-date, with \$60,000 spent on infrastructure improvements, resulting in a net fund balance increase of \$203,000. Mr. Wood emphasized that the fund balance must remain within the cafeteria program and cannot be used for other purposes.

In response to **Mr. Solkovits**, Mr. Wood clarified that the cafeteria fund balance was used for a portion of the cafeteria roof repairs.

Month 8 ADA update: Ms. Ilyas presented an ADA update, showing a comparison of ADA for April. The current enrollment was 3,116 students, with an ADA of 2,870, indicating a decrease from the previous year.

Mr. Wood commented on the enrollment trends, highlighting that the 9th grade had only 684 students compared to over 800 in other grades. Preliminary numbers for next year's 9th grade suggest a similar trend, leading to a projected enrollment decrease and lower ADA rate, impacting LCFF funding.

He explained that LCFF funding would be based on current funding levels. He further explained that even with an assumed 1.07% COLA, due to declining student enrollment, the net LCFF funding would decrease next year despite the COLA increase. This applies to unrestricted funding. Additionally, he noted that a significant amount of restricted funding, specifically about \$3 million in categorical money, must be spent by September and will not be available in the next fiscal year.

Daniela Vargas inquired about future enrollment projections, to which **Mr. Wood** responded that a 200-student drop per year is anticipated. He expressed concern about financial stability if current trends continue and suggested additional efforts to boost enrollment be implemented, despite challenges from feeder schools being encouraged to direct students elsewhere.

B. Discuss and Vote to Recommend to the Full Board Approval of the April, 2024, Check Registers

1. Prior to the vote, Greg Wood, CBO, and Ms. Arleta Ilyas reviewed the April, 2024, check registers from ECRA's City National Bank Accounts.

ASB register: **Ms. Ilyas** reported that the ASB check register for April showed \$59,000 in checks written.

General register: **Mr. Wood** reported that the general register, used for recurring expenses, totaled \$724,000 for the month, including a \$220,000 OPEB payment and \$349,847 for the healthcare bill paid to SISC. Retiree amounts of about \$50,000 were pulled from the SISC bill and sent to the OPEB account.

Vendor YTD & Checking register: The year-to-date vendor payments amounted to \$1,724,612, and the checking register total for April was \$941,000.

ASB Trust balances: Regarding ASB trust balances, the total balance is \$579,707. **Mr. Solkovits** asked about negative balances for some teams and **Ms. Ilyas** explained that negative balances occur when coaches place orders but delay turning in fundraising money. She described the process for tracking money, which involves issuing receipts and applying amounts to coaches' accounts, and emphasized the responsibility of coaches to turn in money promptly.

In response to another of **Mr. Solkovits'** inquiry about tracking cash, **Ms. Ilyas** explained that coaches are required to fill out forms indicating how much money they turn in, whether in checks or cash, and keep a record. **Mr. Hussey** added that a financial aspect would be included in a forthcoming coaches' manual to improve this process in the future.

Mr. Wood continued his report, stating that the graduating class account had \$63,000. He noted that \$20,000 was encumbered for grad night buses, which would be deducted from this amount.

Mr. Solkovits inquired if prom expenses were included in this figure or if the prom had already taken place. **Ms. Ilyas** clarified that the prom was scheduled for Memorial Day weekend.

When **Mr. Solkovits** suggested that the account balance might decrease then, **Ms. Ilyas** explained that prom expenses and revenue would balance each other out, as prom money collected would be used to pay for the event.

Mr. Solkovits then asked what would happen if there were \$30,000 to \$40,000 left at the end of the year and **Ms. Ilyas** responded that the student council would vote on how to allocate any remaining funds, either to other graduating classes or within their student council trust.

Mr. Wood added that there had been similar situations in the past. He mentioned that the balance might decrease to around \$5,000, and the leadership class would then discuss how to allocate the remaining funds for the next year. He cited an instance at the beginning of 2023 when balances were cleared in this manner.

In response to a Board member's question, he noted that funds could be used to subsidize expenses for students in need, citing an example of a \$200 grad night trip for unhoused students.

He reported receiving \$55,000 from FOECR, which is now in a CD earning 4.5% interest dedicated to the memorial. There's also a trust account for operating expenses, totaling about \$4,000. Mr. Wood highlighted efforts to keep a year's worth of expenses readily available in an interest-bearing account.

Responding to a question from **Ms. Daniela** about property tax exemptions, **Mr. Wood** touched upon bureaucratic delays in obtaining the property tax exemption for the Shoup property.

Alexandra Ramirez made a motion to recommend the approval of the April, 2024, Check Registers.

Gregg Solkovits seconded the motion.

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

C. Discuss and Vote to Recommend to the Full Board Approval of the April, 2024, Credit Card Charges.

Mr. Wood outlined the expenditures charged to the credit cards held by Mr. Hussy and himself. Mr. Hussy's card was charged a total of \$18,872 for various items, while Mr. Wood's card was charged \$24,738, primarily for field trips and competitions involving the Step Team and NJROTC. Together, both cards were used for a combined total of \$43,000 in expenses.

One notable charge mentioned was for an AIRPLUS, possibly requiring full board approval, designated for a cafeteria refrigerator repair, which would be charged to the cafeteria. Following this summary, the report included a less detailed credit card statement showing the \$43,000 charges to both Mr. Wood and Mr. Hussy's cards.

Gregg Solkovits made a motion to Recommend to the Full Board Approval of the April, 2024, credit card charges.

Daniela Lopez-Vargas seconded the motion.

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

D. Discussion and Vote to Recommend to the Full Board Approval of the 24-25 Instructional Materials (IMA) Budget

Mr. Wood provided an overview of the instructional materials requests and budget proposals. He highlighted that the previous month, the textbook budget was approved, allowing teachers to know their available resources before summer break.

The business department received and reviewed requests totaling \$260,000 for instructional materials, detailed for individual requests. Mr. Wood noted that some

requests mistakenly included non-instructional items like computers, which are considered part of capital projects.

He recommended approving the listed items but suggested adding a \$40,000 placeholder to account for potential late submissions bringing the total budget request to \$300,000. This contingency is not specifically allocated to departments that failed to submit budgets, like the math department, but serves as a flexible reserve for any unanticipated needs.

Mr. Solkovits inquired whether the \$40,000 was allocated for specific departments, which **Mr. Wood** clarified it was not. All departments, including those that missed the initial submission, still need to follow the standard budget request process.

Mr. Solkovits also inquired about the source of funding for these instructional media. He questioned whether this funding came from a separate state fund designated for instructional media. **Mr. Wood** clarified by using the \$300,000 requested as an example explaining that \$260,000 of this amount includes CTE funds. He noted that part of the \$300,000 would be allocated to CTE and other departments, such as the VAPA department, through arts and music block grants, which are not part of the unrestricted or general fund.

Mr. Solkovits then asked if the funds for CTE and arts materials were meant to supplement rather than supplant existing resources. **Mr. Wood** responded that the CTE funds specifically support new programs with identified CTE-certified teachers, making them eligible for those funds, whereas arts and music funds cannot supplant existing resources.

Mr. Solkovits further inquired if CTE funds could supplant rather than supplement. **Ms. Ilyas** explained that the CTE grant requires a match, where the district must show a 2-1 match in funding. She mentioned that the match comes from paying CTE teachers' salaries from the general fund, not the CTE grant. **Mr. Wood** added that in the case of CTE, it is a combination of supplementing and supplanting, which differs from the general rule of supplementing only.

Daniela Lopez-Vargas made a motion to Recommend to the Full Board Approval of the 24-25 Instructional Materials (IMA) Budget with the addition of \$40,000 for the Master Schedule adjustment making the total \$300,000.

Alexandra Ramirez seconded the motion.

The committee **VOTED** to approve the motion.

Roll Call

Daniela Lopez-Vargas Aye

Gregg Solkovits Abstain

Alexandra Ramirez Aye

V. School Business

A.

Discussion on RFP for Public Address (PA) System

Mr. Guinto, Director of Technology, presented an update on the RFP bids for the Public Address (PA) System

Mr. Guinto provided an update on the PA System upgrade, stating that an RFP had been issued, with a pre-approved budget of **\$500,000 50:07** as part of the safety and security initiative for the school year.

The bid submission deadline was extended from May 3 to May 15 to allow vendors adequate time to submit proposals. Five proposals were received, but there was insufficient time to select or award a contract to any vendor.

Mr. Solkovits questioned the process, noting that it seemed they had already decided on a preferred vendor. **Mr. Guinto** clarified that they waited for the RFP to close before deciding. The RFP was open to any manufacturer or vendor, and they received three demo units. They planned to work with the first vendor that offered the best solution within the approved budget, evaluating if it was feasible before considering others.

Mr. Solkovits expressed confusion, as it appeared they had already chosen a vendor. **Mr. Guinto** reiterated that no vendor was pre-selected and emphasized that they would evaluate all proposals to find the best solution.

Mr. Hussey intervened to clarify, explaining that they were assessing the samples and solutions from all vendors to determine the best fit. **Mr. Wood** added that the evaluation was ongoing and no final decision had been made.

Mr. Solkovits further questioned the review process, noting the proposals were received just the previous day. **Mr. Guinto** explained that the purpose of the update was informational, with a detailed evaluation to follow. They planned to present their findings to the capitalization committee and eventually to the board.

Given the concerns raised, it was suggested Mr. Guinto reissue the RFP with more specific requirements to avoid any perception of bias. **Mr. Wood** warned that changing the RFP criteria could lead to claims from vendors about the bid process. **Mr. Solkovits** stressed the importance of a fair and transparent process to avoid litigation and ensure the best outcome for the school. **Mr. Guinto** agreed to reissue the RFP with specific product requirements, allowing all vendors to participate fairly.

B. Discussion and Vote to Recommend to the Full Board Approval of the renewal 2024-2025 Food Service Contract with Chartwells

Prior to the vote, Greg Wood presented the 2024-2025 Food Service Contract with Chartwells

Mr. Wood explained that the CDE has a standard process for presenting and accepting Chartwells' five-year renewal proposal, which involves proposing new prices for breakfast, lunch, and other items annually.

The new prices are based on the Consumer Price Index (CPI) for food prices in Los Angeles, with the April index showing a 4.7% increase. Accordingly, the new rates for the next year will be \$2.71 for breakfast and \$4.46 for lunch. The total estimated contract value is \$959,000. The CDE approved proceeding with this proposal, pending board approval.

He noted that the suggested pricing is reasonable within the CPI framework. He also mentioned that the reimbursement rate from the state, assuming participation in the universal meals program, would increase by 1%. He expressed his support for the proposed pricing and recommended that the committee approve it and recommend it to the full board.

Gregg Solkovits motioned to Recommend to the Full Board Approval of the renewal 2024-2025 Food Service Contract with Chartwells

Daniela Lopez-Vargas seconded the motion.

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

Gregg Solkovits made a motion to Recommend to the Full Board Approval of the renewal 2024-2025 Food Service Contract with Chartwells.

Daniela Lopez-Vargas seconded the motion.

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

C. Discussion and Vote to recommend to the full board the 2024-2025 Piece of Mind Special Education Services Contract

Ms. Emily Larew explained that special education can incur significant expenses, so she annually seeks quotes from various non-public agencies and compares them. Some agencies are flexible and willing to negotiate rates, while others have fixed rates. For those that do negotiate, she works extensively to secure the best rates for high-quality service providers, mindful of using public funds effectively. The provided comparison sheet included quotes from several common agencies, although not all agencies they work with were listed.

She highlighted that the current Inspire communications contract, which includes teaching language service providers, is in the second year of a two-year contract approved by the board last year.

The Piece of Mind contract is a substantial expenditure due to the volume of services provided. The rates for instructional assistants, behavioral aids, and behavioral intervention developer services are competitive, and maintaining these rates is crucial given the number of staff involved-26 instructional assistants or behavioral aids and three substitutes.

The contract remains mostly unchanged from the previous year, with minor wording updates regarding the COVID-19 vaccination requirement and no increase in rates, which is notable as most rates increased this year.

A board member asked if the compensation rates mentioned refer to what El Camino pays to Peace of Mind for the individuals provided, not what those individuals earn from Peace of Mind. **Ms. Larew** confirmed this was correct.

Mr. Solkovits then inquired about the number of aids currently working on campus from Peace of Mind, to which **Ms. Larew** confirmed there were 26. He further asked about additional aids under different contracts, and **Ms. Larew** explained that there are some aids from Scoot working in general education, math, and English classes, and 5 from Ideological mainly in flex classes and programs. Most of the 26 from Peace of Mind are in special education, with 3 in general education.

Mr. Solkovits asked if the rates were competitive, noting that this number of workers not being part of a bargaining unit is significant. **Ms. Larew** explained that El Camino employs 15 special education aids as part of their CBA but couldn't disclose what the companies pay their employees because the companies didn't share such information. She emphasized however, the importance of competitive rates to attract and retain quality staff, noting that the number of staff varies year by year based on service needs and expressed satisfaction with the services provided by Peace of Mind.

A board member inquired if staff assigned to El Camino generally remain for the entire year or if there is reshuffling by the vendor. **Ms. Larew** responding saying that while most staff stay for the year, turnover has increased since COVID-19, but many staff members return year after year.

Another board member asked if El Camino ever hires individuals from these agencies. **Ms. Larew** confirmed they have hired several people, particularly from Peace of Mind and Ideological, and mentioned a hiring clause in the Peace of Mind contract due to the training and processing time involved. She noted that these hires often result from the opportunity to evaluate their performance on campus.

Alexandra Ramirez made a motion to Recommend to the Full Board Approval of the 2024-2025 Piece of Mind Special Education Services Contract.

Gregg Solkovits seconded the motion.

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

VI. 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 6:45 PM.

Respectfully Submitted,

Daniela Lopez-Vargas

Coversheet

May 2024 Investment Update

Section: III. Investment
Item: A. May 2024 Investment Update
Purpose: Discuss
Submitted by:
Related Material: III. A - May 2024 Investments.pdf

EL CAMINO REAL CHS INVESTMENTS REVIEW FISCAL YEAR 2023-2024

\$ -

2023-2024

	Year End	Contributions						Executive Summary-OPEB				
		Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24					
	Jun-23	\$ (51,333)	\$ (51,333)	\$ (51,333)	\$ (51,959)	\$ (50,440)	\$ (37,042)		\$ 25,338,317	Beginning Balance at 07/01/23		
									\$ (394,353)	OPEB Payments		
									\$ 2,420,000	YTD Contributions		
OPEB Retiree Pmts.									\$ 2,920,018	Gains/Losses		
Contributions		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	Month	\$ 30,283,983	Current Ending		
ECRA	OPEB Trust	\$ 25,338,317	\$ 28,134,451	\$ 28,328,506	\$ 29,089,947	\$ 29,881,380	\$ 29,205,718	\$ 30,283,983	3.6%		11.5%	Invest. Change
Investment Managers:								Month	YTD		19.5%	Total Change
Polen Capital Mgt		\$ 1,228,208	\$ 720,647	\$ 749,990	\$ 782,958	\$ 780,831	\$ 738,231	\$ 739,956	0.2%	15.1%	\$600k xfer to Beacon Pt. 11/3/23	
Fiduciary Mgt		\$ 2,111,760	\$ 2,324,288	\$ 2,307,789	\$ 2,397,531	\$ 2,523,515	\$ 2,454,857	\$ 2,522,885	2.7%	14.0%		
Beacon Pointe		\$ 21,998,349	\$ 25,089,516	\$ 25,270,727	\$ 25,909,458	\$ 26,577,035	\$ 26,012,630	\$ 27,021,141	3.7%	16.7%		
El Camino Real CHS General												
Investment Managers:									Month	YTD		
Polen Capital Mgt		\$ 153,339	\$ 169,481	\$ 178,433	\$ 184,203	\$ 183,688	\$ 173,574	\$ 173,983	0.2%	11.7%		
Fiduciary Mgt		\$ 381,173	\$ 419,220	\$ 416,546	\$ 432,395	\$ 455,086	\$ 442,649	\$ 454,864	2.7%	13.9%		
Beacon Pointe		\$ 5,709,255	\$ 5,992,174	\$ 5,998,483	\$ 5,999,009	\$ 6,087,497	\$ 5,928,667	\$ 6,070,664	2.3%	3.7%		
US Bank Holdings		\$ 6,243,767	\$ 6,580,874	\$ 6,587,394	\$ 6,598,102	\$ 6,721,565	\$ 6,544,890	\$ 6,699,511	2.3%	1.3%		
Annuity 3 Yr. (8/26)Fixed @ 4.80%	Midland	\$ 401,217	\$ 409,257	\$ 410,991	\$ 412,573	\$ 414,321	\$ 415,757	\$ 417,571	0.4%	3.5%		
3 Yr. (10/25)@ 4.89%	CNB /T-Bill	\$ 395,962	\$ 405,094	\$ 406,815	\$ 405,576	\$ 394,060	\$ 404,975	\$ 405,578	0.1%	2.2%		
	Combined	\$ 7,040,946	\$ 7,395,225	\$ 7,405,200	\$ 7,416,251	\$ 7,529,946	\$ 7,365,621	\$ 7,522,661	2.1%	4.4%		
Month End -Combined		\$ 32,379,263	\$ 35,529,676	\$ 35,733,706	\$ 36,506,198	\$ 37,411,326	\$ 36,571,339	\$ 37,806,643	3.3%			

Coversheet

Review and Recommend to the Full Board the May 2024 Check Registers

Section: IV. Finance
Item: B. Review and Recommend to the Full Board the May 2024 Check Registers
Purpose: Vote
Submitted by:
Related Material: IV.B - General Register - May 2024.pdf
IV.B - ASB Register - May 2024.pdf
IV.B - Checking Register - May 2024.pdf
IV.B - Vendor YTD - May 2024.pdf
IV.B - ASB Trust Balances - 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		
benenfits 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 31 763-1 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	Reimbursement	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 Cuiltly	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 Schreibman	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 Schreiberman	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 6968788886 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	General Athletics	Fees	
5/8/2024	19357	Avedis Zildjian Company	PO10831 BASS MALLETS AND CYMBAL BAGS	1,293.00	May 2024	Arts/Music Block Grant	Instructional Supplies	
5/9/2024	19358	Best Cafe Enterprises, LLC	INV 2782326 Teachers Appreciation Breakfast 5/9/24	1,802.31	May 2024	General Operations	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	

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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	Educatius International (Attn Paul McLaughlin)	2023-2024 Tuition Refund Maurice Johanne Marie	0.00	May 2024	General Operations	Tuition	Voided
5/17/2024	19393	Educatius 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	Reimbursement - step team	99.87	May 2024	Scholastic Groups	Non instructional Materials	
5/21/2024	19410	Ryan Guinto	CITE Regional Conference (4 of 4) 2023-2024	45.16	May 2024	General Operations	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 Theatreum Botanicum 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 954246 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	Hartland 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	Scholastic Groups	Field Trip	
5/4/2024	SPACH2307	Self Insured Schools of California	04/30/2024 SISC Flex FSA Fees	4,049.11	May 2024	General Operations	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	Scout 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 Captial 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	Scout Education Inc	74205 Scout Education 04/10/2024	33,926.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2320	Scout 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	Scout Education Inc	65976 SCOOT EDU 02/07/2024	904.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2324	Scout Education Inc	69848 SCOOT EDU 03/06/2024	904.00	May 2024	General Academic	Substitutes	
5/9/2024	SPACH2325	Scout 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	antibias 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	EWC 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-YMKH-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-CWHH-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	

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 Cuiilty	\$ 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
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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
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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
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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
Montserrat 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
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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
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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 Baghramian		\$ 78.00
Shahin Torosian		\$ 413.00
Shannon McDonald		\$ 139.92
Sharon Lenderman		\$ 25.00
Sharon Markenson		\$ 3,000.00
Sharp Remodeling Inc DbA Dr. Roof		\$ 24,502.50
Shay Diamant		\$ 85.00
Shayan Afzali		\$ 151.00
Sheikh, Adil		\$ 161.00
Sheraton Mission Valley		\$ 9,100.24
Sierra Ferrante		\$ 500.00
Simi Valley High School		\$ 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
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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 Cherigate		\$ 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
Grand Total	\$ 1,884,759.07	\$ 20,809,466.97

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

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

Total	\$ 573,671.37	
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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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Coversheet

Review and Recommend to the Full Board the May 2024 Credit Card Charges

Section: IV. Finance
Item: C. Review and Recommend to the Full Board the May 2024 Credit Card Charges
Purpose: Vote
Submitted by:
Related Material: IV.C - US BANK ELCO MAY 2024.pdf



P.O. BOX 6343
FARGO ND 58125-6343



ACCOUNT NUMBER
STATEMENT DATE 05-27-2024
AMOUNT DUE \$31,095.33
NEW BALANCE \$31,095.33
PAYMENT DUE ON RECEIPT

000002567 01 SP 106481046852761 S
EL CAMINO REAL CHS
ATTN DAVID HUSSEY
5440 VALLEY CIRCLE BLVD
WOODLAND HILLS CA 91367-5949

AMOUNT ENCLOSED
\$

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

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

4866914555526539 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	
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	PURCHASES	CASH ADV	TOTAL ACTIVITY
		\$8,352.81	\$21,950.28	\$0.00	\$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

ACCOUNT SUMMARY

STATEMENT DATE 05/27/24
DISPUTED AMOUNT .00

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

AMOUNT DUE

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



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

GREGORY WOOD

CREDITS
\$650.00

PURCHASES
\$18,147.86

CASH ADV
\$0.00

TOTAL ACTIVITY
\$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	7460905411700016556281	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. HTTPFLUTTERF 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 SANKOFAADITION 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

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

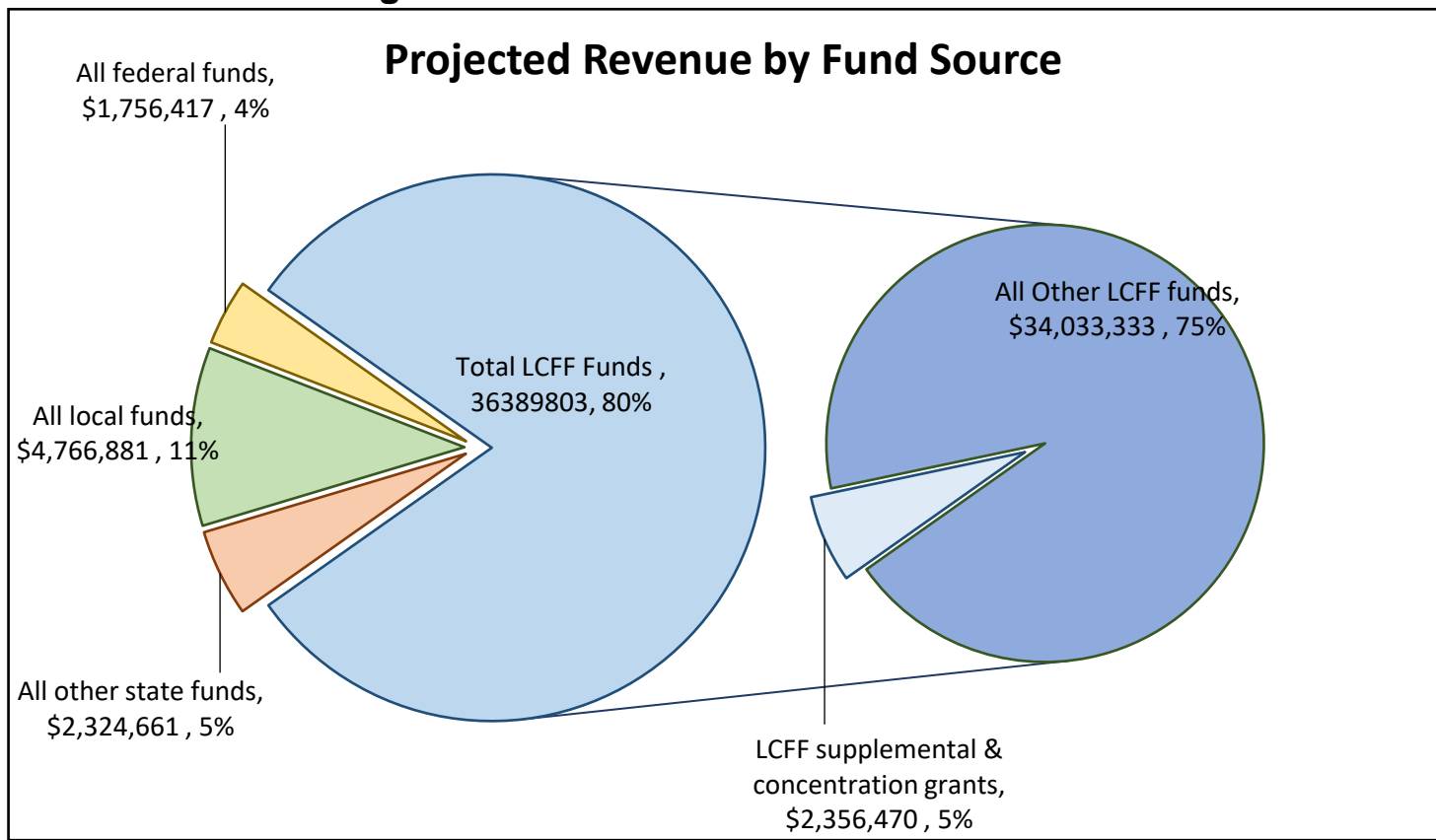
Section: V. School Business
Item: A. Discussion on the Local Control Accountability Plan (LCAP) 2024-2025 Proposed Goals and Actions
Purpose: Vote
Submitted by:
Related Material: V.A - LCAP 24-25 draft 06.14.24_1.pdf

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

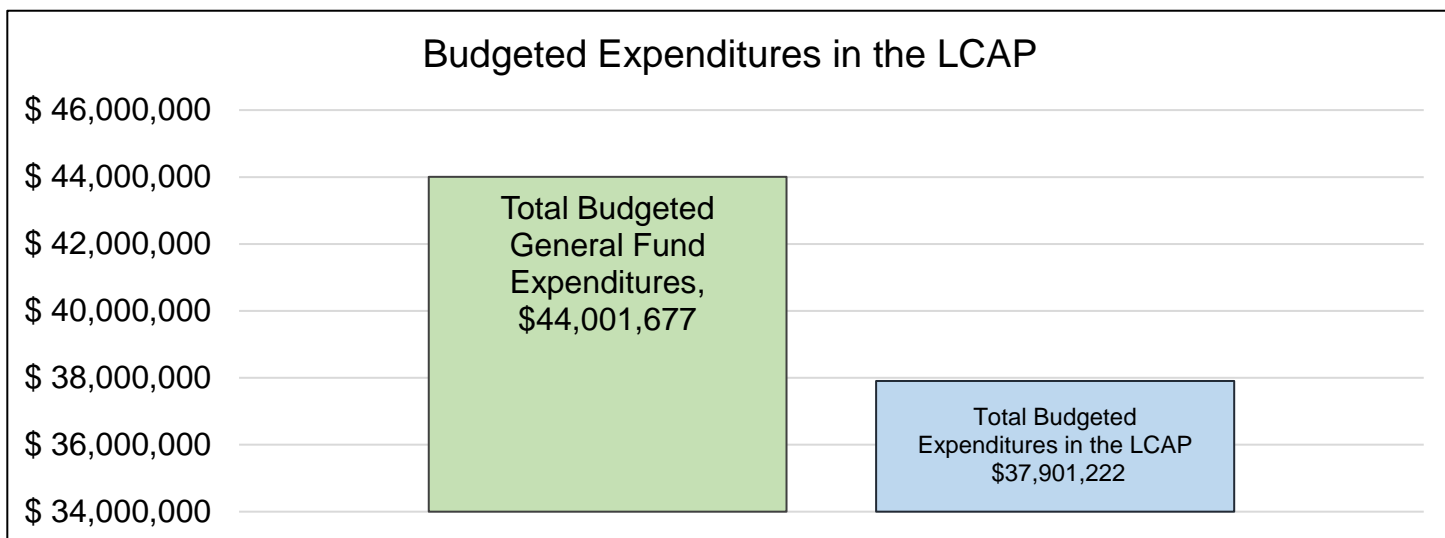


This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

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:

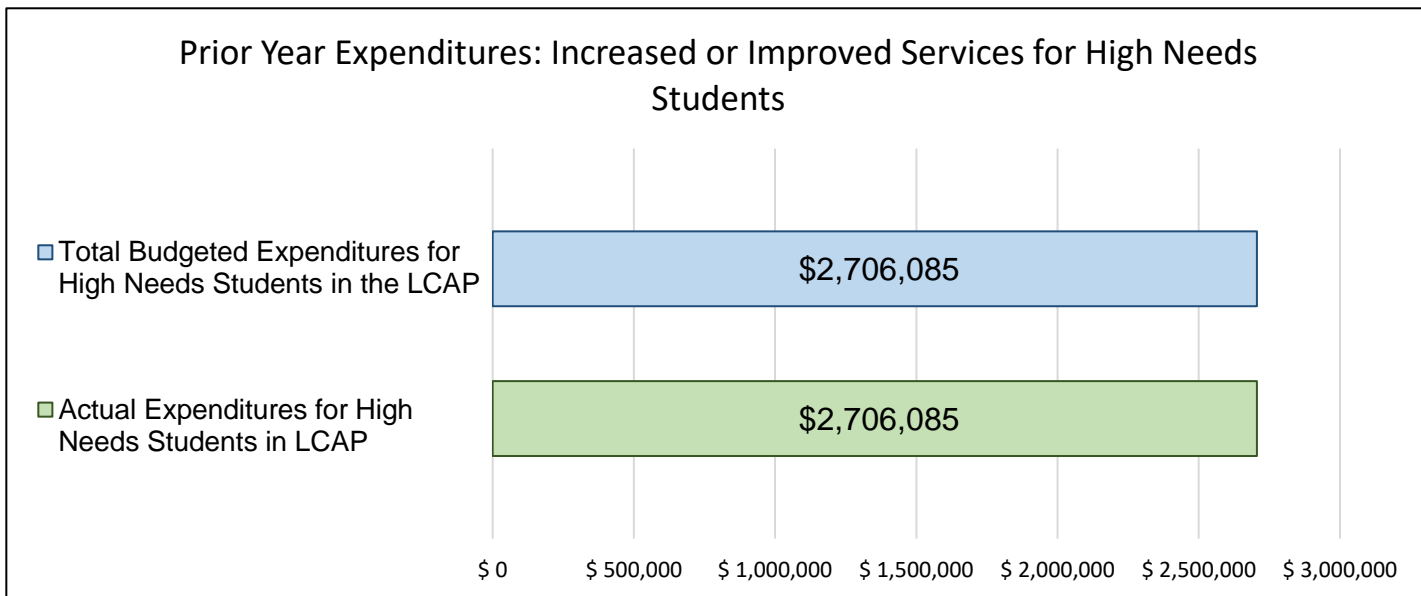
Expenses not in the LCAP include expenses for retiree benefits, management, legal fees, and non instructional supplies.

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	m.clark@ecrchs.net a.ilyas@ecrchs.net

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 and 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 20-21	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 Improved 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	\$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	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 assistant this year assistant to support our growing EL program hired before school begins August 2022.

EL students access to CCSS in all content areas for English Language Development Acquisition.

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

students. Attention to vertical and horizontal alignment and differentiation of instruction is integral to the success.

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 th grade: 19 12 th grade: 19	11 th grade: 18 12 th grade: 22	11 th grade: 42 12 th 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	Powered by BoardOnTrack		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.

<p>Monthly social emotional events calendar</p>	<p>Create community and staff events promoting wellness</p>	<p>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.</p>	<p>The Wellness Center continues all of the above.</p>	<p>Continuous – counseling department provides updated calendars.</p>	<p>Workshops and events that improve mental health for staff and students</p>
<p>Increase awareness of parent groups and facilitates communication</p>	<p>Identification of at risk students and their parents.</p>	<p>A weekly newsletter is sent to all families The updated website contains a "Families" tab linked to</p>	<p>We will continue with the above and utilize the new Marketing Coordinator to help increase awareness of parent activities and</p>	<p>In progress.</p>	<p>Consistent communication between parents and school to increase student achievement.</p>

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.

<p>Administer staff school equity and school climate surveys as well as develop a DEI plan</p>	<p>Initial stages; no progress at this time</p>	<p>Initial stages; no progress at this time</p>	<p>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.</p>	<p>School climate surveys administrators DEI plan development in progress</p>	<p>Development of DEI plan and surveys input with full implementation</p>
<p>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.</p>	<p>Initial stages; no progress at this time</p>	<p>Initial stages; no progress at this time</p>	<p>Two Student Roundtables were held this year.</p>	<p>In progress Roundtables and Focus groups held</p>	<p>Roundtables discussions will allow leaders to stay abreast of and assess school needs by allowing students a voice</p>

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. <small>Powered by BoardOnTrack</small>	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	2Powered by BoardOnTrack	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.

<p>Yearly trainings offered to staff members for to support student wellness, behavior, and mental health.</p>	<p>New initiative; all teachers and staff will attend (approx 175)</p>	<p>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)</p>	<p>We offered Positive Behavior Intervention and Supports training to teachers and will continue with full implementation next year.</p>	<p>Monthly PBIS training. Various trainings provided: Suicide prevention, resilient educator, mental health and the student athlete.</p>	<p>Expose staff to training that will allow them to effectively support student behaviors</p>
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<p>Decrease student</p>	<p>Connect excessive tardies</p>	<p>Fall 2021 tardy data by</p>	<p>Fall 2022 P2-1910 P3-2103 P4-1795 P5-2336 P6-1640 Spring 2023 P2-3025 P3-2492 P4-2697 P5-2717 P6-2073</p>	<p>Powered by BoardOnTrack</p>	<p>Develop a tardy notification and</p>
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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	10-15 classes per year receive new furniture based
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	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 <small>Powered by BoardOnTrack</small>	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 between the Deans, Counselors, and Intervention Team to discuss and create strategies that can help students who	Collaboration between the counselors and Deans when requested by the parent and/or student	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 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.

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 & Supplemental materials aligned to the Common Core State Standards</p> <p>Update Instructional & 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 Ensure equitable enrollment in honors, AP, and CTE pathways pathways Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy Facilitate interventions, conferences, SSPTs, and 504s as needed to provide tiered levels of support to ensure students can overcome barriers and be college and career ready</p> <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: Before school hours from 8am-8:30am After school from 3:45pm-4:15pm Rotating counselor availability all summer All counselors are available during welcome week in the summer 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: Exploration of college and career through discussion, newsletters, workshops, and naviance training Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc. Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc. Assist students work college applications, write recommendation letters, and help students with concurrent and dual enrollment Coordinate AP testing Coordinate the PSAT, which will continue to be funded by the school for grades 9-11</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: 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: Summer school remedial classes, through which students can make up "D" and "F" grades Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimating them to the high school environment and school expectations (new in summer 2024) Summer 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 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.	RISE: 5 parents attend regularly. Padres Latinos: 10 parents attend regularly. SSC: 1 parent attends regularly. ELAC: 4 parents attend regularly. Equity: 5 parents attend regularly			RISE: 10 parents attend regularly. Padres Latinos: 20 parents attend regularly. SSC: 5 parents attend regularly. ELAC: 10 parents attend regularly. Equity: 10 parents attend regularly.	

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: 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. Parents are invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly 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: Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff Creating a system for notifying parents and guardians of chronic absenteeism Streamlined attendance notifications and protocols for absenteeism Creating an automated notification system that sends an email and text message to parents when a student has missed 5 days of school (full or partial days)</p>	\$27,235.00	Yes
3	Home-School Communication	<p>Increase home-school communication by: Contracting with Aeries for a student information system and Canvas for a learning management system Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation</p>	\$61,662.00	Yes

		Create video tutorials on how to sign up and navigate Aeries and Canvas and post on the school website		
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	Continue implementation of MTSS, including implementing PBIS, by: Staffing a PBIS coordinator Financing a contract for PBIS trainings (e.g, LACOE or another organization) Special Ed student support Providing coverage for the PBIS team for training days and compensation for monthly after school and summer meetings Providing field trips, speakers, and outreach activities, including transportation, to increase student engagement Providing Incentives for PBIS program to promote positive student behavior Creating and maintaining a summer transition program for incoming 9th grade students to help with early identification of academic and social-emotional needs to provide appropriate intervention (repeated expenditure) Supporting the Wellness Center by purchasing items to create a safe, calming, and inclusive space Supporting the Wellness Center by purchasing items for student use (i.e., games, art supplies, fidgets, sand trays, etc.) Staffing at least two school deans (certificated staff) to support positive student behavior Continued development of systems for behavior, support, and intervention Partnering with Metro to provide a TAP card that will be free of charge to each student Funding the Shoup Campus, for students who need an alternative form of education through independent study Adequately fund the cafeteria, food program, and cafeteria staff to promote good nutrition and improve health and learning Build a partnership with WVOC to help inform students of career pathways and opportunities for those who need alternative methods of meeting requirements	\$5,781,256.00	Yes
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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 unhouse 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 span]	\$ -	\$ 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	Biliiteracy	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%	Total:	\$ 362,725
								LEA-wide Total:	\$ 362,725
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions

(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.

Local Control and Accountability Plan Instructions

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

Coversheet

Discussion and Vote to Recommend to the Full Board Marketing Budget Proposal

Section: V. School Business
Item: B. Discussion and Vote to Recommend to the Full Board Marketing Budget Proposal
Purpose: Vote
Submitted by:
Related Material: 2024-2025 Marketing Budget Proposal.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:

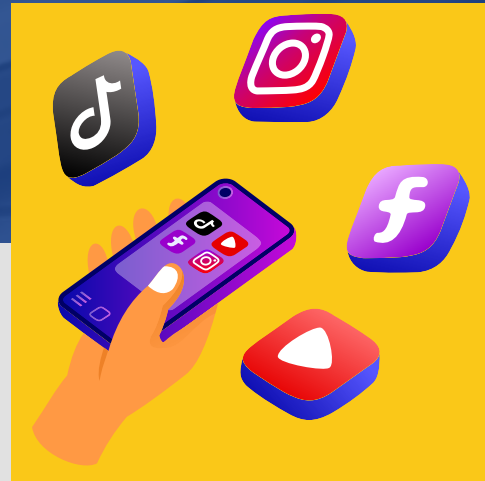
- 1000% increase in Reach
- 115% increase in Content Interaction
- 168% increase in Profile Visits
- 80% increase in New Followers

X/Twitter:

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

Key Investments

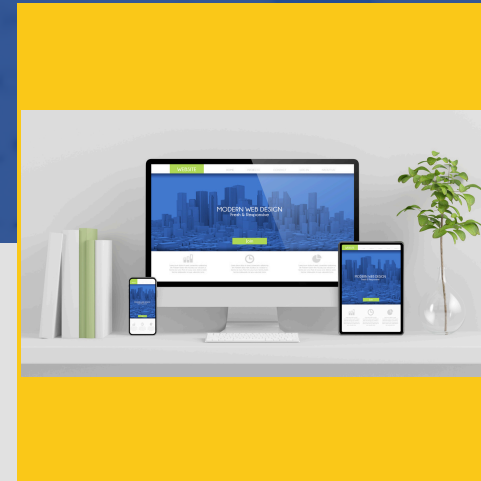
Made For



**Social
Media ADs**



Google ADS



Website



**Branding/
Advertising via
Partners**



ECR's Social Media Ads

Paid Advertisements (Monthly Budget):

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

\$1000 monthly investment x 3 platforms x 12 months = Total Annual spend of \$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:

\$20,000



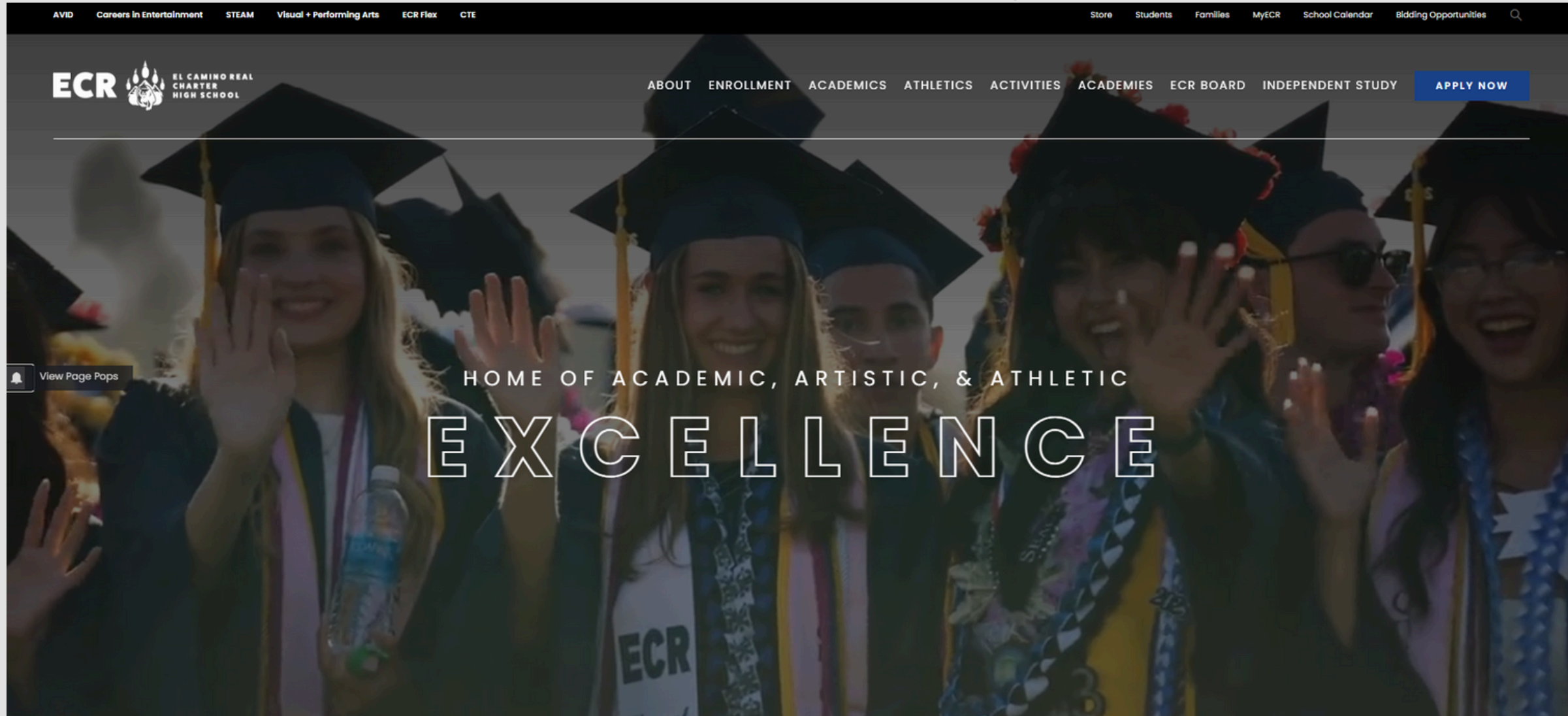
Google Ad Performance

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: \$20,850



Annual Hosting Fee: \$9,000

Communications System: \$6,850

Audits + Webdesign + UX Improvements \$5,000

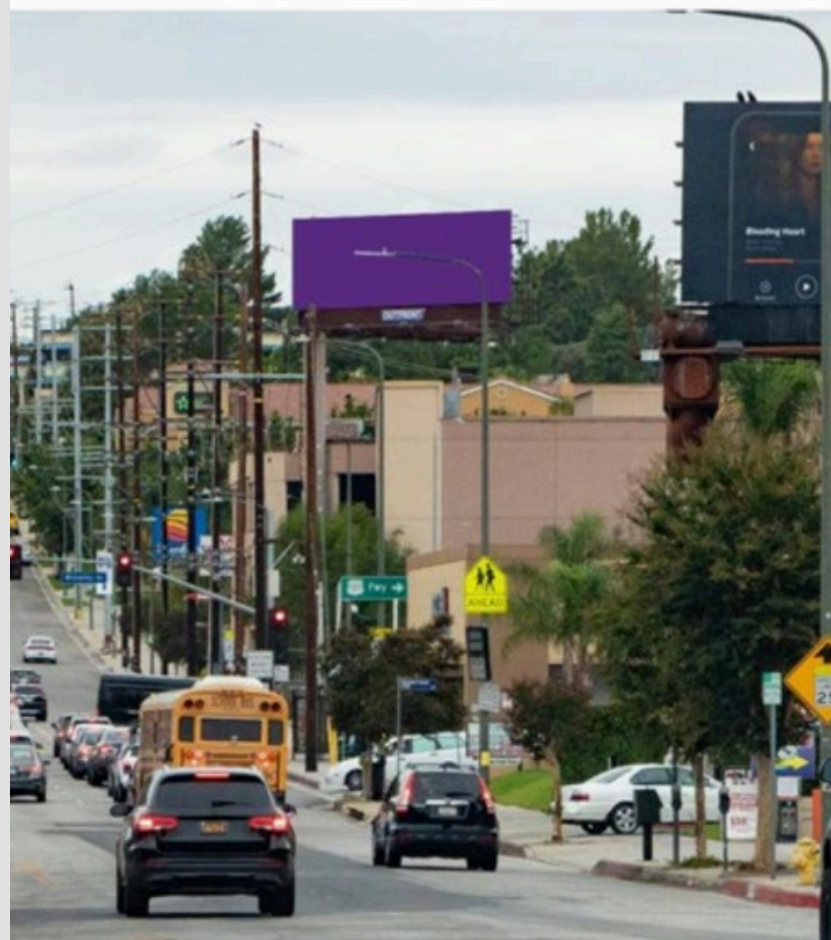
ECR's Advertising/Branding via Partners



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

ONE SCHOOL. ONE LEGACY.

EL CAMINO REAL CHARTER HIGH SCHOOL

OPEN HOUSE

APRIL 16, 2024
6:00PM - 8:00PM

Location:
5440 Valley Circle Blvd.
Woodland Hills, California 91367

YOU ARE INVITED!

WHY ECR?

- 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.

INTERESTED IN ENROLLING AT ECR?

SCAN THE QR CODE FOR MORE INFORMATION OR CALL (818) 595-7500

VISIT OUR WEBSITE ECRCHS.NET

FOLLOW US @ECRCHS ON ALL SOCIAL MEDIA PLATFORMS

JOIN US FOR OPEN HOUSE AND DISCOVER IF ECR IS THE PERFECT FIT FOR YOUR FAMILY!



Find a school or district ...

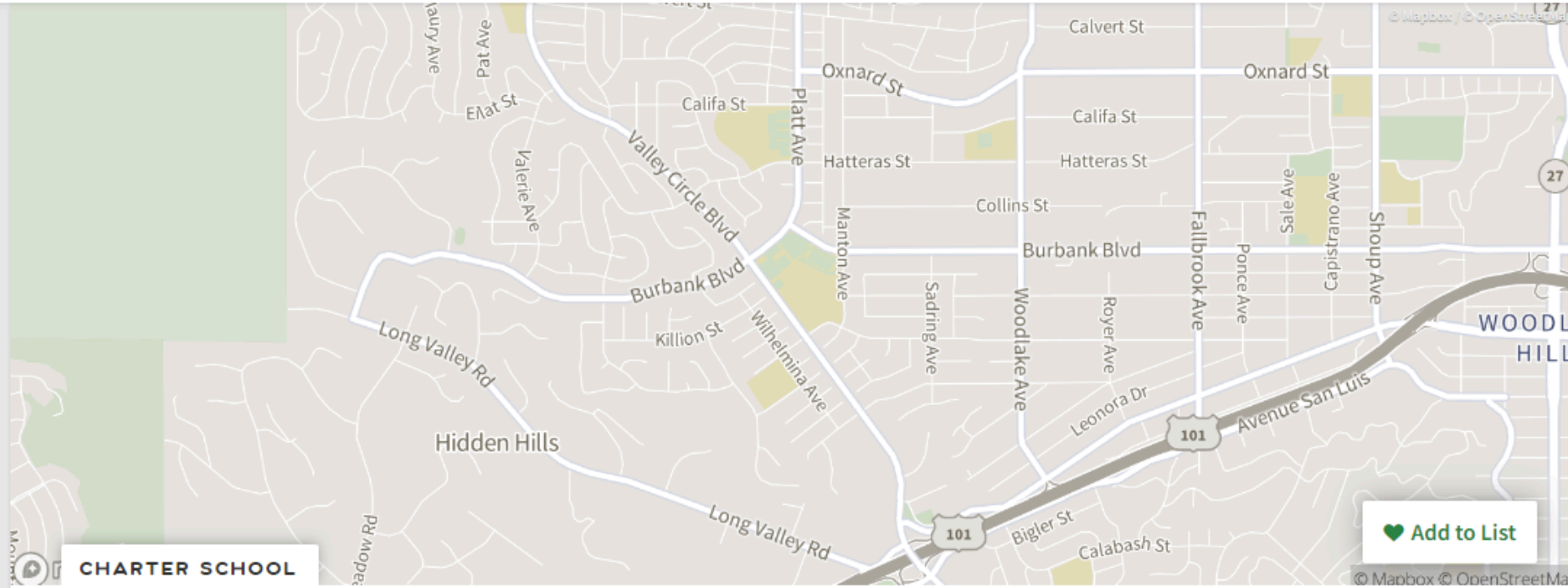


In Los Angeles Area



School Search School Rankings Schools Near You ...

Write a Review



El Camino Real Charter High School

#13 in Best Charter High Schools in Los Angeles Area

A 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

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

[Apply Now](#)

[View all photos](#)

[Add to list](#)



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

\$76,850

- \$36,000 Digital Social Media Ads
- Google Ads \$20,000
- \$20,850 Website Renewal + UX

+

25% of Birmingham's Branding/Advertising Partners Spend (\$100,000) Includes:

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

Total: \$176,850

Coversheet

Discussion and Vote to Recommend to the Full Board Capital Improvements Budget Proposal

Section: V. School Business
Item: C. Discussion and Vote to Recommend to the Full Board Capital
Improvements Budget Proposal
Purpose: Vote
Submitted by:
Related Material: Capitalization Proposal 2024-2025.pdf
2024-2025 Capitalization Budget Proposal.pdf



Capitalization Budget Proposal

2024-2025

Front Signage/Monument

- Digital Marquee
- Corner and Front Sign
- Lighting

ECR



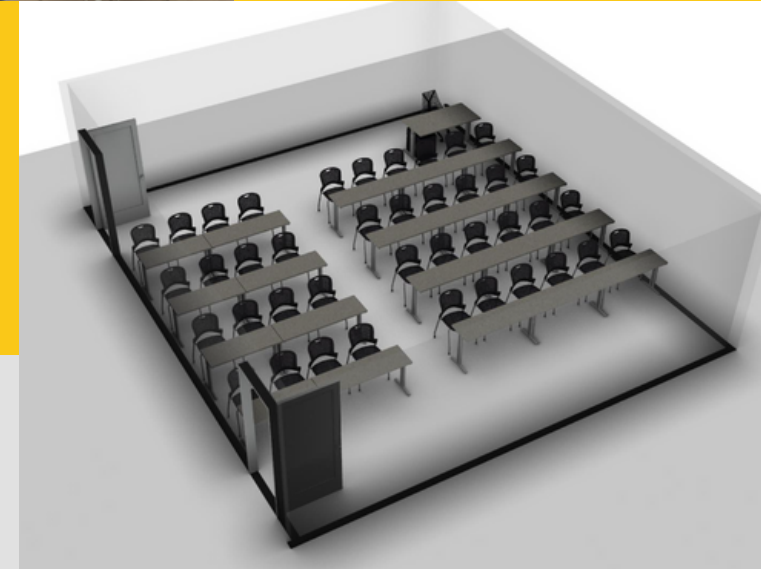
Main Building Hallways

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



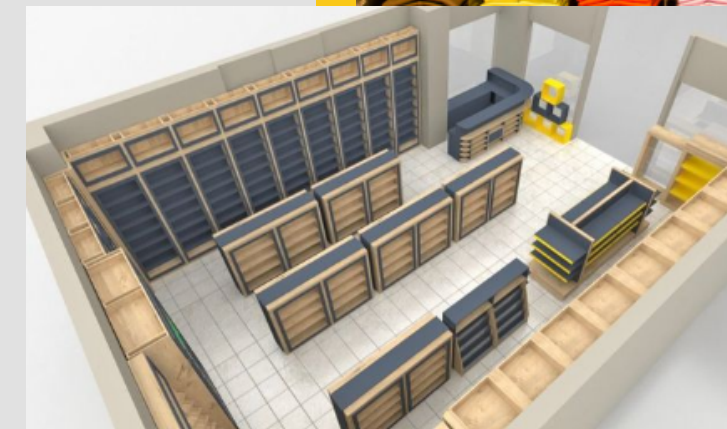
Classroom Modernization

- 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



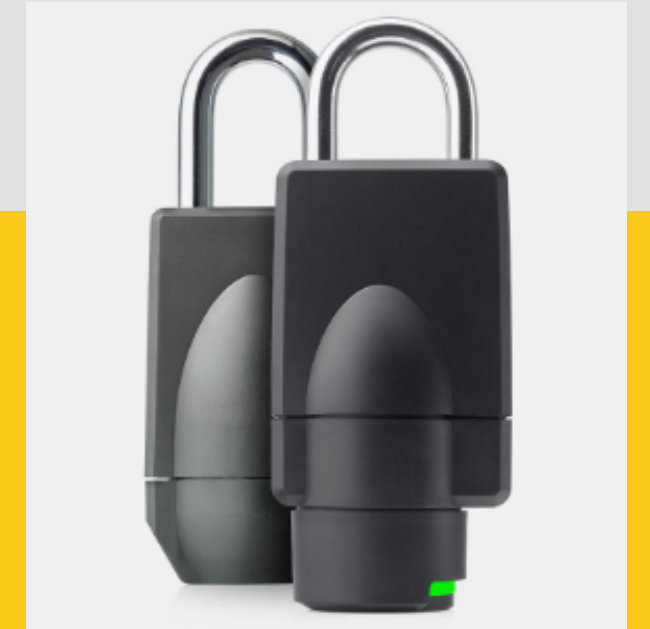
Stadium

- 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

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Tennis Court

Name	Cost
Paint	\$ 18,325.00
Resurfacing	\$ 67,237.44
Miscellaneous (repairs)	\$ 5,000.00
	\$ 90,562.44

Main Building Hallways

Name	Cost
A Building Furniture and Decor	\$ 40,587.82
B Building Furniture and Decor	\$ 68,664.72
C Building Furniture and Decor	\$ 92,607.34
D Building Furniture and Decor	\$ 27,356.94
Decor Installation	\$ 60,000.00
Paint	\$ 73,540.00
	\$ 362,756.82

Front (Valley Circle) Modernization

Name	Cost
Digital Marquee	\$ 161,413.89
Corner and Front Monument Sign	\$ 58,129.68
	\$ 219,543.57

P.E.

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

Stadium

Name	Cost
Paint	\$ 49,600.00
Lighting	\$ 130,000.00
Bleachers	\$ 350,000.00
Phase 2 (Audio)	\$ 40,000.00
	\$ 569,600.00

Classroom Modernization

Name	Cost
Classroom Furniture (20 Classrooms)	\$ 484,909.84
Paint (40 Classrooms)	\$ 240,000.00
Decor (40 Classrooms)	\$ 100,000.00
	\$ 824,909.84

120 Classrooms total
 * 65 Classrooms Completed (Furniture Only)
 * 55 Remaining Classrooms (Furniture Only)

School Safety/Security

Name	Cost
Wireless Electric Access Control System	\$ 500,000.00
	\$ 500,000.00

Facilities

Name	Cost
Golf Carts	\$ 71,000.00
Paint - Plant Managers Office	\$ 8,270.00
Storage Solution	\$ 18,421.32
	\$ 97,691.32

Student Store

Name	Cost
Paint	\$ 9,170.00
Storage	\$ 1,929.16
	\$ 11,099.16

CTE

Name	Cost
Paint - S8	\$ 16,860.00
Paint - S6	\$ 20,000.00
	\$ 36,860.00

Total Capitalization Budget Request	\$ 2,713,023.15
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Coversheet

Discussion and Vote to Recommend to the Full Board Technology Budget Proposal

Section:	V. School Business
Item:	D. Discussion and Vote to Recommend to the Full Board Technology Budget Proposal
Purpose:	Vote
Submitted by:	
Related Material:	Technology Budget Proposal 2024-2025.pdf 2024-2025 Software Application Renewal.pdf 2024-2025 Technology Budget Request Proposal.pdf



Technology Budget Proposal

2024-2025

Software Application Renewal

- Instructional
- Administrative
- Technology



Technology Equipment

- Instructional 1-to-1/Computer Labs
- Personnel Workstations
- Network Infrastructure

Software License Renewal

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Instructional Software License

Name	Budget	2024-2025
Accelerate (ISP)	Department License	\$ 31,000.00
Adobe Creative Cloud	Department License	\$ 7,653.00
Clarifai 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
		\$ 184,567.00

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
		\$ 171,106.55

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
		\$ 163,865.96
Total		\$ 519,539.51

2024-2025 Technology Budget Request

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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

Discussion and Vote to Recommend to the Full Board RFP Bid Award for Transportation Services

Section: V. School Business
Item: E. Discussion and Vote to Recommend to the Full Board RFP Bid Award for Transportation Services
Purpose: Vote
Submitted by:
Related Material: RFP_Bid_Award_-_Transportation_Services.pdf



*Home of Academic, Athletic,
& Artistic Excellence*

**Executive Director: David Hussey
Board President: Brad Wright**

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

Vendor	Large School Bus (Approx. 50 Students) per Hour	Minimum Hourly Per Trip – Additional Hourly Rate	Total
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

Coversheet

Discussion and Vote to Recommend to the Full Board RFP Bid Award for Campus Security Services RFP

Section: V. School Business
Item: F. Discussion and Vote to Recommend to the Full Board RFP Bid Award for Campus Security Services RFP
Purpose: Vote
Submitted by:
Related Material: RFP Bid Award - Campus Security Services.pdf



*Home of Academic, Athletic,
& Artistic Excellence*

5440 Valley Circle Blvd.
Woodland Hills CA 91367

Executive Director: David Hussey
Board President: Brad Wright

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



Coversheet

Discussion and Vote to Recommend to the Full Board RFP Bid Award for Public Address (PA) System

Section: V. School Business
Item: G. Discussion and Vote to Recommend to the Full Board RFP Bid Award for Public Address (PA) System
Purpose: Vote
Submitted by:
Related Material: 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	\$247,147.40	\$767,557
WGY Solutions	-	\$188,850

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



Coversheet

Discussion and Vote to Recommend to the Full Board 2024-2025 CharterSAFE General Insurance Contract Renewal

Section: V. School Business
Item: H. Discussion and Vote to Recommend to the Full Board 2024-2025
CharterSAFE General Insurance Contract Renewal
Purpose: Vote
Submitted by:
Related Material: V. H -Charter Safe 2024-2025 2 Year Comparison (1 of 3).pdf
V. H -Charter Safe 2024-2025 Renewal Proposal (2 of 3).pdf
V. H- 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
Total:	\$ 487,438.00	\$ 508,465.00	\$ 481,892.00
Workers Compensation	\$ 208,307.00	\$ 215,307.00	\$ 215,307.00
Total:	\$ 695,745.00	\$ 723,772.00	\$ 697,199.00

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%
Package Premium	\$ 487,438.00	\$ 481,892.00	-1.15%
Package Rate/Student	\$ 142.11	\$ 158.00	10.06%
Work Comp Premium	\$ 208,307.00	\$ 215,307.00	3.25%
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

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.

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 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.

1281
A
SELF
P,WC

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:

Liability & Property Package Member Contribution

\$481,892.00

Core Liability Program

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime

- Property
- Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution

\$215,307.00

Total Member Contribution

\$697,199.00

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.

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 and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at 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.

Student Count	3,050
Employee Count	231
Annual Estimated Payroll	\$24,800,000.00
Total Insured Value	\$6,750,000.00
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
Number of Portables	0

Scheduled Locations and Breakdown of Exposures

Location ID: 1928	
El Camino Real Charter High School: 5440 Valley Circle Blvd.	
Woodland Hills, CA, 91367	
Leased/Owned: Leased	
Students:	3,050
Employees:	225
Payroll:	24,800,000.00
Total TIV:	2,600,000.00
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
# of Portables:	0

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

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
Directors & Officers and Company Liability	\$5,000,000 per claim and member aggregate	\$15,000.00 per claim
Employment Practices Liability	\$5,000,000 per claim and member aggregate	\$100,000.00 per claim
Fiduciary Liability	\$1,000,000 per claim 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
Bodily Injury and Property Damage	\$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> *
Premises Medical Payment	\$10,000 per person \$50,000 per occurrence	\$0
Products and Completed Operations	\$5,000,000 per occurrence and member aggregate	\$0
Fire Legal/Damage to Premises Rented Sublimit	\$1,000,000 per occurrence	\$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Dan Berry** at dberry@chartersafe.org / (916) 880-3469.

Employee Benefits Liability

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

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	\$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
Childhood Sexual Assault Liability	\$5,000,000 per claim and member aggregate	\$0 if school completes training mandate* \$100,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
*Training Mandate	Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is REQUIRED to be completed by 90% or more of staff no later than September 30th . 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
Law Enforcement Activities Liability	\$5,000,000 per occurrence and member aggregate	\$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	\$5,000,000 per occurrence and member aggregate	\$0
Auto Physical Damage*	\$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/ claim 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.

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

CRIME

Coverages	Limits	Deductibles
Money and Securities Forgery or Alteration Employee Dishonesty Computer and Funds Transfer Fraud	\$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 Causes of Loss: 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. 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/ 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 <i>High-Risk Activities</i> *
Volunteer Accident	\$25,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Dan Berry** at dberry@chartersafe.org / (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
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	\$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
Terrorism Liability	\$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
Terrorism Property	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
Cyber Liability	\$1,000,000 per claim \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 \$1,000,000 ransom payment sublimit* \$1,000,000 ransomware limit Qualification Level 2 \$500,000 ransom payment sublimit* \$1,000,000 ransomware limit Qualification Level 3 \$50,000 ransom payment sublimit* \$250,000 ransomware limit	Level 1 \$10,000 per claim Level 2 \$25,000 per claim Level 3 \$50,000 per claim

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 of 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
Deadly Weapons Protection	\$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
Workers' Compensation	Statutory	\$0
Employer's Liability	\$5,000,000 per Accident	\$0
	\$5,000,000 by Disease per Employee	
	\$5,000,000 by Disease Policy Limit	

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
ksam@chartersafe.org



Blair Reese, PHR PHRca
Associate Director, Human Resources Partner
brees@chartersafe.org

Claims Management



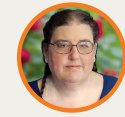
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sdiamanti@chartersafe.org



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mwashington@chartersafe.org

Finance & Technology



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parcher@chartersafe.org



Caitlin Knowlton
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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

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

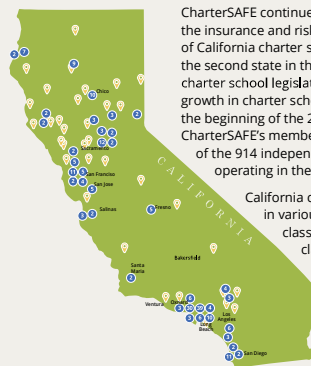


The Multicultural Learning Center (MLC) has been a partner with CharterSAFE for 20 years making us one of the inaugural schools to become a member! In the beginning it was truly a feeling of "charter safety" to join a group of charter schools in this venture so that we could work together to provide 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:

General Liability Primary Limit
\$1M

Uninsured Coverage Gap
(school is responsible)
\$4M

Excess Coverage
>\$5M

Another risk is having too low of limits to protect in the event of a high exposure loss.

Low limit example:

General Liability Primary Limit
\$1M

Excess Coverage
\$1M-\$4M

No Coverage
(school is responsible)
>\$5M

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

- Does not exclude prior knowledge
- Provides defense for Board members that are named individually in a lawsuit
- Provides coverage for embezzlement
- Provides IEP defense coverage
- Does not exclude contact sports

The Competition

- Does not cover authorizers as additional insureds as required by authorizing MOU
- Limit Coverage by "prior knowledge" endorsement
- No coverage for individual Board members if separately named in a lawsuit
- Theft only—no embezzlement
- No coverage for IEP
- Excludes contact sports



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. JPAs 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.

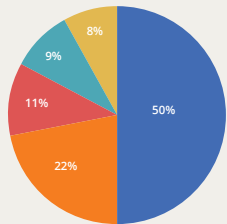
Wildland Fire Risk Assessment Report

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

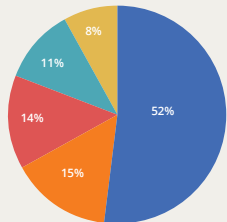
CharterSAFE's deep understanding of the risk trends for charter schools is unsurpassed. When analyzing trends, we examine both frequency and severity. Claim frequency and severity are fundamental concepts in the insurance industry. They serve as crucial metrics for measuring and predicting the level 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)

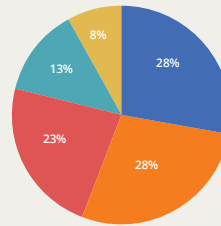
- Slip, Trip, Fall
- Struck or Injured by Student
- Lifting
- Cumulative Trauma
- Stress Exposure



Workers' Compensation Severity by Cause
Top 5 (PY 2019-2023)

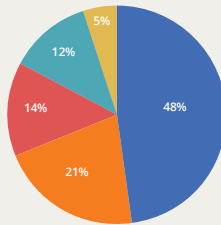
- Slip, Trip, Fall
- Cumulative Trauma
- Lifting
- Stress Exposure
- Struck or Injured by Student

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
<i>Actuarial Estimated Outstanding Losses—90% Confidence Level</i>					
	\$ 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.



1 JPA
Financially Impaired

761
Insurance Companies
Financially Impaired



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 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

info@chartersafe.org

Coversheet

Discussion and Vote to Recommend to the Full Board Substitute Vendor Contract Renewal

Section: V. School Business
Item: I. Discussion and Vote to Recommend to the Full Board Substitute
Vendor Contract Renewal
Purpose: Vote
Submitted by:
Related Material: V. I - Substitute Teacher Recommendation.pdf



EL CAMINO REAL CHARTER HIGH SCHOOL

A California Distinguished School

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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

ParaPro Staffing	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*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

Scout pricing for temp-to-perm placements is based upon the category of the Substitute, timing of hire, or number of days the Scout 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 Scout 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

Scout 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	<ul style="list-style-type: none"> • 48 semester units in any courses OR • AA Degree in any subject 	29.95
• Degree Only <small>*Teacher Assistant / Para Educator</small>	<ul style="list-style-type: none"> • Bachelor's Degree in any subject 	35.95
• Degree & CBEST	<ul style="list-style-type: none"> • Bachelor's Degree or higher <i>and</i> • CBEST or CSET 	38.95
• 30-Day Sub Permit	<ul style="list-style-type: none"> • Bachelor's Degree or higher <i>and</i> • 30-Day Substitute Teacher Permit 	40.95
• Multi-Subject	<ul style="list-style-type: none"> • CTC issued Multiple Subject Credential 	42.95
• Single-Subject Credential	<ul style="list-style-type: none"> • CTC issued Single Subject Credential 	44.95
• Special Education Credential	<ul style="list-style-type: none"> • 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*
CA Credentialed Teacher <i>B.A./B.S. Degree or higher, CA Teaching Credential or Permit (30-Day, Multiple or Single Subject)</i>	\$60.54	\$64.54
Non Credentialed K-12 Teacher <i>B.A./B.S. Degree or higher, K-12th Self-Contained, Single Subject Classroom or specialist</i>	\$54.32	\$58.32
<u>SPECIAL EDUCATION</u>		
Non Credentialed Special Education Teacher <i>B.A./B.S. Degree or higher, Experience teaching Special Education students</i>	\$56.01	\$60.01
CA Credentialed Teacher w/Special Ed Experience <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
CA Special Education Credential <i>B.A./B.S. Degree or higher, CA Special Education Credential</i>	\$83.68	\$87.68
<u>PRESCHOOL</u>		
Preschool Teacher <i>Required Child Development Units</i>	\$42.29	\$46.29
Infant Toddler Teacher <i>Infant Toddler Units plus required Child Development Units</i>	\$43.35	\$47.35
Preschool Special Education Teacher <i>Required Child Development Units</i>	\$43.63	\$47.63
CTC Certificated Preschool Teacher <i>CA Children's Development Permit</i>	\$55.20	\$59.20
Preschool Teacher w/ Bachelor's Degree <i>Required Child Development Units & B.A./B.S</i>	\$55.20	\$59.20
Preschool Director <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

© 2024 Teachers On Reserve

Teachers On Reserve 800-457-1899 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

Discussion and Vote to Recommend to the Full Board the Sage Contract for Intervention Support

Section: V. School Business
Item: J. Discussion and Vote to Recommend to the Full Board the Sage
Contract for Intervention Support
Purpose: Vote
Submitted by:
Related Material: V. J - 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 Elizabeth Schoeben, Executive Director

Dated: 6/13/2024

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.

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

Discussion and Vote to Recommend to the Full Board the 2024-2025 CDE Consolidate Application for Funding

Section: V. School Business
Item: L. Discussion and Vote to Recommend to the Full Board the 2024-2025 CDE Consolidate Application for Funding
Purpose: Vote
Submitted by:
Related Material: V. L- 2024-2025 Consolidated Application Part#1.pdf
V. L- 2023-2024 Consolidated Application Part#2.pdf

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/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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*****

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

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, 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*****

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

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, 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.

County Office of Education (COE) or District 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	
Direct Funded Charter 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*****

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

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, 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.

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

*****Warning*****

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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, 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,

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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, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, 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

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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, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, 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

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2023–24 Homeless Education Policy, Requirements, and Implementation

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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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2023–24 Homeless Education Policy, Requirements, and Implementation

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 Karmina Barrales, Integrated Student Support and Programs Office, 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)	

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Coversheet

Discussion and Vote to Recommend to the Full Board 2024-2025 Budget Approval

Section: V. School Business
Item: M. Discussion and Vote to Recommend to the Full Board 2024-2025
Budget Approval
Purpose: Vote
Submitted by:
Related Material: V.M - 24-25 Adopted Budget Draft 06.14.24_1.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	
A. Revenues										
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)
Total, LCFF/Revenue Limit Resources		40,506,095	41,913,341	38,917,229	33,594,287	38,176,632	36,389,803	-	36,389,803	-4.7%
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	
Total, Federal Resources		4,617,669	4,105,132	4,003,010	2,931,034	4,068,872	136,723	1,619,694	1,756,417	

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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	
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	\$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)
Total, State Revenues		7,680,692	3,326,474	4,429,709	3,823,036	4,292,414	1,758,186	566,474	2,324,661	
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			-	OPEB Related-Not Recognizing
Net Increase (Decrease) in the Fair Value of Investments	8662	2,656,728	-	1,745,700	1,921,998	1,745,700			-	OPEB Related-Not Recognizing
Gain (Loss) Sale on Investments	8664	(891,381)	-	(140,634)	(173,401)	(140,634)			-	OPEB Related-Not Recognizing
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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Per Student funding						\$ 12,981.89	\$ 13,323.00			Rev. LCFF Rate from FCMAT- 5/31/24
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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	-	-	-	-	-	-		-	
Total, Other Local Revenues		8,642,623	5,291,900	8,050,474	7,452,218	7,686,420	2,200,000	2,566,881	4,766,881	
Total Revenues		61,447,080	54,636,847	55,400,421	47,800,576	54,224,338	40,484,712	4,753,049	45,237,762	
B. Expenditures										
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
Total, Certificated Salaries		17,728,649	17,484,962	17,615,555	15,261,295	17,577,457	15,410,089	1,746,642	17,156,731	No increases estimated pending Negotiations
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	
Total, Classified Salaries		5,028,550	5,069,243	4,393,346	4,495,618	4,597,799	3,850,271	747,528	4,597,799	No increases estimated pending Negotiations
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%

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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
Total, Employee Benefits		10,281,678	14,918,453	14,040,045	12,380,941	13,802,047	8,170,934	1,272,047	9,342,981	
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
Total, Supplies		4,084,392	4,062,044	3,326,060	2,492,557	3,195,205	922,000	1,310,926	2,232,926	
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)

		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	
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	
Total, Services		9,941,965	10,129,367	10,199,486	9,350,932	10,558,416	6,710,409	2,946,933	9,657,341	
Capital Outlay										
Buildings & Improvement	6200		1,741,851	1,379,930	1,505,667				-	Priority 1 Capital Improvements
Total, Capital Outlay			1,891,964	1,379,930	1,505,667					
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	-	-	-	-	-	-		-	
Total, Other Outgo		391,803	419,133	389,172	365,824	381,766	363,898		363,898	
Indirect Costs										
Total, Indirect Costs										
Total Expenditures (Financial Reporting Basis)		47,734,864	52,599,851	50,530,312	44,631,749	50,679,339	36,077,601	8,024,076	44,001,677	
Total Expenditures (Cash Reporting Basis)		47,457,037	53,975,167	51,343,594	45,852,834	50,112,691	35,427,601	8,024,076	43,351,677	

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
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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								