El Camino Real Charter High School

Regular Board meeting

8-28-2025 Regular Board Meeting

Date and Time

Thursday August 28, 2025 at 5:30 PM PDT

Location

El Camino Real Charter High School - North Campus

7401 Shoup Avenue West Hills CA 91307

Meeting can also be seen and heard at:

Media Center (Main Campus) - 5440 Valley Circle Boulevard Woodland Hills CA 91367

ANNUAL MEETING AND REGULAR BOARD MEETING

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

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

PUBLIC COMMENTS

1. Agendas are available to all audience members at the door to the meeting.

2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.” “Public Comments” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, Due to public meeting laws, the Board can only listen to your issue, not respond or take action during the Public Comments periods. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

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

A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify the item(s) on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes before the item is addressed, and total time allocated to agenda items will not exceed six (6) minutes for a Discussion item and nine (9) minutes per Vote item. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak, and the total allocated time shall be appropriately increased as well.

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

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

IMPORTANT NOTE REGARDING PUBLIC COMMENTS: Effective September 2022, public comments presentations at all ECRA Regular and Special Board Meetings and at Committee Meetings must be made in

person. There is no obligation on the part of the school to have a school official read public comments during inperson Board Meetings. Powered by BoardOnTrack 2 of 4 A member of the public is welcome to appear at the Board meeting to make a public comment or make arrangements with another person in attendance to speak on the person's behalf.

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

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	Opening Items			
	A. Call the Meeting to Order		Alexandra Ramirez	1 m
	B. Record Attendance and Guests		Vania Rodriguez	1 m
	C. Pledge of Allegiance to the United States of America (USA)		David Hussey	1 m
	D. Public Comments NOTE: Public Comments, effective with the March 24th, 2022, Regular Board Meeting, are limited to two (2) minutes and total time allotted to all agenda and non-agenda items will not exceed thirty (30) minutes.		Public	30 m
	E. Executive Director Update		David Hussey	10 m
	F. Chief Business Officer Update		Fernando Delgado	10 m
II.	**Governance**			**6:23 PM**

		Purpose	Presenter	Time
A.	Discussion and Vote to install one (1) Community Representative Board Position	Vote	Alexandra Ramirez	5 m

The board will vote to install one (1) Community Representative Board Position. Term to start August 28th, 2025 and end June 30th, 2028.

ACTION ITEM: Move to install _____ as the one (1) Community Board Representative.

B.	Elect 2025-2026 Board Chair	Vote	Vania Rodriguez	5 m
C.	Elect 2025-2026 Board Vice-Chair	Vote	Vania Rodriguez	5 m
D.	Elect 2025-2026 Secretary	Vote	Vania Rodriguez	5 m
E.	Elect 2025-2026 President	Vote	Vania Rodriguez	5 m
F.	Elect 2025-2026 Chief Financial Officer	Vote	Vania Rodriguez	5 m
G.	Discussion and Vote on Establishment of Board Committees	Vote	Board Chair	15 m

Discuss and vote on the creation of one or more standing and/or ad hoc Board committees:

Possible committees might include the following:

* Executive Director Evaluation (Standing)
* Finance & Investment (Standing)
* Capitalization Projects (Ad-Hoc)
* Safety (Ad-Hoc)
* Technology (Ad Hoc)
* Travel (Ad Hoc)
* Other (TBD)

H.	Discussion and Vote on Board Committees' General Membership and Chairpersons	Vote	Board Chair	30 m

Based on the establishment of one or more standing or ad hoc board committees, the Board will nominate and vote to elect each committee's general membership and chairperson.

		Purpose	Presenter	Time
I.	Discuss Executive Director Evaluation Process	Discuss	Board Member	20 m
	Designated Board Member, will lead the discussion on the Executive Director Evaluation Process			
III.	**Consent**			**7:58 PM**
A.	Approve Minutes of July 16, 2025 Regular Board Meeting	Approve Minutes	Board Chair	1 m
B.	Approve Minutes of July 11, 2025 Regular Board Meeting	Approve Minutes	Board Chair	1 m
C.	Approve Minutes of the June 30, 2025 Special Board Meeting	Approve Minutes	Board Chair	1 m
IV.	**Investment**			**8:01 PM**
A.	Investment Update August 2025	Discuss	F. Delgado/B. Thompson	10 m
	Fernando Delgado, ECRCHS CBO, and Bill Thompson, Financial Advisor of Beacon Pointe, will provide the Investment Update August 2025 .			
B.	Discussion and Vote to Approve the 2024-2025 OPEB Actuary Report	Vote	Fernando Delgado / Brett Schwab	10 m
	Prior to the vote, Mr. Delgado, CBO, will present the 2024-2025 Actuary report and answer any questions.			
C.	Discussion and Vote on the Contract for Actuary Services	Vote	Fernando Delgado	10 m
	Prior to the vote, Fernando Delgado, CBO, will present the options for Actuary Services and answer any questions.			
V.	**Finance**			**8:31 PM**

		Purpose	Presenter	Time
A.	Review and Vote on June and July 2025 Check Registers	Vote	Fernando Delgado / Janneyra Verduzco	10 m

Prior to the Vote to approve, Mr. Delgado, CBO, and Mrs. Verduzco, Director of Accounting and Finance, will review the June and July 2024 check registers from ECRA's City National Bank accounts.

B.	Review and Vote on June and July 2025 Credit Card Statements	Vote	Fernando Delgado / Janneyra Verduzco	10 m

Prior to the vote, Mr. Delgado, CBO, and Mrs. Verduzco, Director of Accounting and Finance, will review the June and July 2024 bank statements.

C.	Review and Vote on 2025-2026 Proposition 30 EPA Budget	Vote	Fernando Delgado / Janneyra Verduzco	10 m

Prior to the vote, Mr. Delgado, CBO, and Mrs. Verduzco, Director of Accounting and Finance, will present the Proposition 30 EPA Budget and answer any questions.

D.	Discussion and Vote on the Amended 2025-2026 Textbook Budget	Vote	Fernando Delgado / Manuel Velarde	15 m

Prior to the vote, Fernando Delgado, CBO, and Manuel Velarde, Foreign Language Teacher, will present the Amended 2025-2026 Textbook Budget and answer any questions.

VI. School Business **9:16 PM**

A.	Discussion and Vote on Revisions to ECRCHS Employee Handbook for 2025-2026	Vote	Vania Rodriguez	10 m

Prior to the Vote, Vania Rodriguez, Director of Human Resources, will lead a discussion on revisions to the ECRCHS Employee Handbook for 2025-2026.

B.	Discussion and Vote on Revisions to ECRCHS Parent and Student Employee Handbook 2025-2026	Vote	Vania Rodriguez	10 m

Prior to the Vote, Vania Rodriguez, Director of Human Resouces, will lead a discussion on revisions to the ECRCHS Parent and Student Employee Handbook 2025-2026.

		Purpose	Presenter	Time
C.	Discussion on Annual Review of Uniform Complaint Procedure	Discuss	Vania Rodriguez	10 m

Vania Rodriguez, Director of Human Resources, will review the Uniform Complaint Procedure and answer any questions.

D.	Discussion and Vote on Request for One Period Coach Authorization During 2025-2026	Vote	David Hussey	5 m

Prior to a vote, Mr. Hussey, Executive Director, will lead a discussion on the Request for One Period Coach Authorization During 2025-2026, including verification of request and consent for the following sports/courses and authorized Teachers/Coaches:

* Camille King - Cross Country, Track & Field
* Eric Choi - Girls Golf, Girls Soccer, Boys Golf
* Jason Camp - Football
* Dean Bennett - Girls Flag Football, Lacrosse

E.	Annual Performance-based Charter School Division Oversight Visit Report for 2024-2025	Discuss	David Hussey	30 m

Mr. Hussey, Executive Director, will lead a discussion on the annual performance-based Charter School Division (CSD) oversight visit report for 2024-2025

F.	Discussion and Vote on Fortinet Firewall Multi-Year License Renewal	Vote	Fernando Delgado	15 m

Prior to the Vote, Fernando Delgado, CBO, will present the Fortinet Firewall Multi-Year License Renewal and answer any questions.

G.	Discussion and Vote on Los Angeles County of Education (LACOE) Certificate of Signatures	Vote	David Hussey	10 m

Prior to the vote, David Hussey, Executive Director, will present the LACOE Certificate of Signatures to replace, Greg Wood, and add the new CBO, Fernando Delgado and answer any questions.

H.	Discussion and Vote on City National ECRA Signatories	Vote	David Hussey	10 m

Prior to the vote, David Hussey, Executive Director, will request to replace Greg Wood, and add the new CBO, Fernando Delgado to City National accounts ECRA Signatories for the following:

		Purpose	Presenter	Time

- T-Bill
- Payroll
- Checking
- General
- Fundraising
- Associated Student Body (ASB)

I.	Discussion and Vote on US Bank Authorized Signers	Vote	David Hussey	10 m

Prior to the vote, David Hussey, Executive Director, will present the US Bank Authorized Signers for Other Post Employement Benefit (OPEB) and General Investment Accounts to replace, Greg Wood, and add the new CBO, Fernando Delgado and answer any questions.

J.	Discussion and Vote on Beacon Pointe and Midland Investments Replacing Authorized Users	Vote	David Hussey	10 m

Prior to the vote, David Hussey, Executive Director, will present the Beacon Pointe and Midland Investments to replace, Greg Wood, and add the new CBO, Fernando Delgado and answer any questions.

K.	Discussion and Vote on US Bank CAL-Card Credit Card Accounts Authorized User Replacement	Vote	David Hussey	10 m

Prior to the vote, David Hussey, Executive Director, will present the US Bank CAL-Card Credit Card Accounts Authorized User to Replace, Greg Wood, and add the CBO, Fernando Delgado and answer any questions.

L.	Discussion and Vote on Historically Black College and University (HBCU) College Trip	Vote	MInita Clark	10 m

Prior to the vote, Dr. Clark, Administrative Director, will present the HBCU College Trip and answer any questions.

VII. Closed Session — 11:36 PM

		Purpose	Presenter	Time
A.	Conference with Legal Counsel - Anticipated Litigation Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: One (1) case.	Discuss	David Hussey	10 m

VIII. Reconvene to Open Session — 11:46 PM

A.	Report on Actions Taken in Closed Session, If Any	Discuss	Board Chair	5 m

IX. Closing Items — 11:51 PM

A.	Adjourn Meeting	Vote	Board Chair	1 m

Coversheet

Approve Minutes of July 16, 2025 Regular Board Meeting

Section: III. Consent
Item: A. Approve Minutes of July 16, 2025 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on July 16, 2025

APPROVED

El Camino Real Charter High School

Minutes

Regular Board Meeting

7-16-2025 Regular Board Meeting

Date and Time
Wednesday July 16, 2025 at 5:30 PM

Location
El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

REGULAR BOARD MEETING

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

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING ATTENDEES: El Camino Real Alliance (“ECRA”) welcomes your participation at ECRA’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of ECRA in public. Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:

PUBLIC COMMENTS

1. Agendas are available to all audience members at the door to the meeting.

2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.” “Public Comments” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, Due to public meeting laws, the Board can only listen to your issue, not respond or take action during the Public Comments periods. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

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

A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify the item(s) on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes before the item is addressed, and total time allocated to agenda items will not exceed six (6) minutes for a Discussion item and nine (9) minutes per Vote item. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak, and the total allocated time shall be appropriately increased as well.

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

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

IMPORTANT NOTE REGARDING PUBLIC COMMENTS: Effective September 2022, public comments presentations at all ECRA Regular and Special Board Meetings and at Committee Meetings must be made in person. There is no obligation on the part of the school to have a school official read public comments during inperson Board Meetings. Powered by BoardOnTrack 2 of 4 A member of the public is welcome to appear at the Board meeting to make a public comment or make arrangements with another person in attendance to speak on the person's behalf.

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

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

Directors Present
Alexandra Ramirez, Brad Wright, Gregg Solkovits, Steven Kofahl

Directors Absent
Linda Ibach, Ronald Laws

Guests Present
Ryan Guinto

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Wednesday Jul 16, 2025 at 5:30 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

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

D.

Public Comments

No public comments were received for this meeting.

II. School Business

A. Board Review of Comparable Compensation Data for Charter School Executives

Mr. Wright led the discussion regarding the Board's review of comparable compensation data for the Chief Business Officer (CBO) position. He began by noting that, pursuant to IRS regulations, nonprofit organizations are required to provide fair and reasonable compensation for executive positions. In determining the reasonableness of such compensation, the IRS evaluates both fixed and non-fixed components, including base salary, incentive compensation, bonuses, and benefits.

Mr. Wright presented a Statement of Findings regarding the compensation levels of educational leaders within Los Angeles County. The data was compiled from various sources, including the California State Comptroller's Office, IRS Form 990 filings for fiscal years 2022 and 2023, and student enrollment data from the 2024 California School Dashboard.

The Board reviewed a sample comparison of total compensation packages from four charter schools across three school districts, with average student populations of approximately 3,503. El Camino Real Charter High School, with an enrollment of approximately 3,261 students, was used as a reference point. The analysis showed that the average total compensation package (base salary plus additional compensation) was approximately **$228,630**, with an average base salary of **$184,475**. The salary range observed among comparable positions was between **$137,378** and **$224,681**, influenced by factors such as experience, tenure at the school, student populations, staff size, and location of the charter school.

Adjusting for inflation and market trends, a conservative 3% annual increase was applied to project figures for the 2025–2026 fiscal year. Based on this projection, the average total compensation is estimated at **$244,314**, with an average base salary of **$197,130**.

Mr. Wright referred attendees to a compensation comparison chart displayed on-screen during the meeting. He noted that the full report and accompanying visuals would be made available online for public access. Community members interested in reviewing the data are encouraged to visit the school's official website.

The board entered the closed session at 5:38 PM on the 16th of July, 2025.

III. Reconvene to Open Session

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

The board reconvene to open session at **00:00 PM** on the 16th of July, 2025.

B. Possible Board Approval of Resolution Regarding Executive Compensation for Chief Business Officer

Mr. Wright presented the resolution for Board approval regarding the executive compensation package for the Chief Business Officer (CBO) position for the 2025–2026 school year. He noted that this position is **exempt from overtime**, and as such, the responsibilities of the role may require the employee to perform additional duties outside the standard workday, including weekends and periods beyond the regular work year. Mr. Wright outlined the proposed compensation package as follows:

- **Base Annual Salary:** $220,692.17
- **Master's Degree Stipend:** $5,000.00
- **Total Annual Compensation:** $225,692.17

Additional terms include:

- **Cell Phone Reimbursement:** $50.00 per month
- **Sick Leave Accrual:** 13 days annually
- **Paid Vacation Accrual:** 2 days per month (24 days annually), with a cap of 36 days
- **Health Benefits:** Premiums consistent with those offered to other El Camino Real Charter High School employees, subject to program eligibility requirements
- **Retirement Program:** Participation in the retirement program (e.g., CalSTRS or PERS), as applicable

Mr. Wright stated that the proposed compensation is **fair and reasonable** when compared to compensation packages for executives in similar roles at comparable schools in the region.

C. Possible Board Approval of Employment Agreement for Chief Business Officer

Mr. Wright moved for the Board to approve the employment of **Mr. Fernando Delgado** as Chief Business Officer, with the terms as presented. The motion included a finding that the overall compensation is in alignment with market standards and compliant with all applicable regulations.

Steven Kofahl made a motion to Approve the Executive Compensation and Employment Agreement for Chief Business Officer.
Gregg Solkovits seconded the motion.
3 yes - 1 abstain
The board **VOTED** to approve the motion.

Roll Call	
Steven Kofahl	Aye
Linda Ibach	Absent
Alexandra Ramirez	Aye
Gregg Solkovits	Abstain
Brad Wright	Aye
Ronald Laws	Absent

D. Discuss and Possible Approval of Revised Management Salary Table

Mr. David Hussey led the discussion regarding a proposed revision to the management salary structure and the creation of a new position titled **Director of Maintenance, Operations, and Facilities**.

He clarified that the organization does **not intend to rehire for the Chief Operations Officer (COO) position** at this time. However, to meet the operational needs previously addressed by the COO, Mr. Hussey proposed the establishment of this new director-level position.

Mr. Hussey presented the **complete job description**, which includes the following components:

- **Job Summary**
- **Essential Duties and Responsibilities**
- **Required Knowledge, Skills, and Abilities**
- **Education and Experience Requirements**
- **Work Environment Expectations**
- **Physical Requirements**

The full job description document is available for public viewing **online**.
Mr. Hussey also noted that the organization **reserves the right to revise the duties** of the position as necessary.

In terms of compensation, a new line has been added to the **management salary table** reflecting the proposed salary for this role, set at approximately **$100,000 annually**.

Mr. Hussey emphasized that although this position will replace the operational functions of the former COO role, it is a separate position that will operate **under the direction of the Executive Director**, as clearly stated in the **first line of the job summary**.

Alexandra Ramirez made a motion to approve the revised management salary table by adding the director of maintenance operations and facilities position.
Steven Kofahl seconded the motion.
3 Yes - 1 Abstain
The board **VOTED** to approve the motion.

Roll Call	
Ronald Laws	Absent
Linda Ibach	Absent
Brad Wright	Aye
Steven Kofahl	Aye
Gregg Solkovits	Abstain
Alexandra Ramirez	Aye

IV. Closing Items

A. Adjourn Meeting

Gregg Solkovits made a motion to adjourn the meeting.
Steven Kofahl seconded the motion.
Single voice vote
The board **VOTED** unanimously to approve the motion.

Roll Call	
Brad Wright	Aye
Alexandra Ramirez	Aye
Ronald Laws	Absent
Linda Ibach	Absent
Gregg Solkovits	Aye
Steven Kofahl	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:16 PM.

Respectfully Submitted,
Ryan Guinto

Coversheet

Approve Minutes of July 11, 2025 Regular Board Meeting

Section: III. Consent
Item: B. Approve Minutes of July 11, 2025 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on July 11, 2025

APPROVED

El Camino Real Charter High School

Minutes

Special Board Meeting

7-11-2025 Special Board Meeting

Date and Time
Friday July 11, 2025 at 3:40 PM

Location
El Camino Real Charter High School - (Principal's Conference Room)

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

SPECIAL BOARD MEETING

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

ATTENTION:

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

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

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

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

1. Agendas are available to all audience members at the door to the meeting.

2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items of the Special Baord Meeting.

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

However, due to public meeting laws, the Board can only listen to your issue, not respond or take action.
These presentations are limited to ***two (2) minutes*** and and total time allotted is only for the topics in the agenda items and will not exceed fifteen (15) minutes. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak.

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

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

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

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

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

IMPORTANT NOTE REGARDING PUBLIC COMMENTS:

Effective September 2022, public comments presentations at all ECRA Regular and Special Board Meetings and at Committee Meetings must be made in person.

There is no obligation on the part of the school to have a school official read public comments during in-person Board Meetings.

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

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

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

Directors Present
Alexandra Ramirez, Brad Wright, Gregg Solkovits, Linda Ibach, Steven Kofahl

Directors Absent
None

Guests Present
Ryan Guinto

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Friday Jul 11, 2025 at 3:42 PM.

B. Record Attendance and Guests

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

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

D. Public Comments

No public comments were received for this meeting.

II. Governance

A. Selection and Approval of New Member to Fill Board Vacancy

Mr. Wright led the discussion regarding the selection of a new member to fill the current board vacancy for the classified position. He informed the board that Mr. Winters had submitted his resignation due to medical reasons.

In accordance with **Article Seven, Section Nine** of the organization's bylaws, the board has the authority to appoint a successor to serve the remainder of Mr. Winters' term. It was noted that an election is not required in this instance, as the appointee will only fulfill the unexpired term, which spans the next two years.

Mr. Wright opened the floor for any questions or comments from the board members.
Steven Kofahl made a motion to Approve the selection and approval of the New Boad Member to Fill Board Vacancy.
Linda Ibach seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Linda Ibach	Aye
Brad Wright	Aye
Steven Kofahl	Aye
Alexandra Ramirez	Aye

B. Creation of Committee for the Selection of a Community Board Position

Mr. Wright led the discussion regarding the formation of a committee for the purpose of selecting a candidate to fill a Community Board position. He explained that the committee's primary responsibility is to vet qualified candidates. The vetted list will then be submitted for review and final selection by the Board at the August Board Meeting.

In compliance with the procedures outlined in the bylaws, Mr. Wright announced the composition of the committee as follows: Mr. Kolkowitz, Miss Ibach, and Miss Ramirez.

Steven Kofahl made a motion to approve the vetted list for the Creation of Committee for the Selection of a Community Board Position.
Linda Ibach seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Brad Wright	Aye
Alexandra Ramirez	Aye
Steven Kofahl	Aye
Linda Ibach	Aye
Gregg Solkovits	Aye

The board entered the closed session at 3:50 PM on the 11th of July, 2025.
Mr. Wright stepped out of the meeting at 3:50 p.m. At that time, Mr. David Hussey assumed facilitation of the meeting.

III. Reconvene to Open Session

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

The board reconvene to open session at 4:15 PM on the 11th of July, 2025.
Ms. Ramirez, Vice President, provided a report from the closed session. She stated that the Board has approved to make an offer to a potential candidate for the Chief Business Officer (CBO) position and to initiate contract negotiations with the selected individual.

IV. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to adjourn the meeting.
Gregg Solkovits seconded the motion.
single voice vote
The board **VOTED** unanimously to approve the motion.

Roll Call	
Steven Kofahl	Aye
Gregg Solkovits	Aye
Linda Ibach	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:16 PM.

Respectfully Submitted,
Ryan Guinto

Coversheet

Approve Minutes of the June 30, 2025 Special Board Meeting

Section:	III. Consent
Item:	C. Approve Minutes of the June 30, 2025 Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board meeting on June 30, 2025

APPROVED

El Camino Real Charter High School

Minutes

Regular Board meeting

June 30, 2025 Regular Board Meeting

Date and Time
Monday June 30, 2025 at 5:30 PM

Location
El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

REGULAR BOARD MEETING

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

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

PUBLIC COMMENTS

1. Agendas are available to all audience members at the door to the meeting.

2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.” “Public Comments” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, Due to public meeting laws, the Board can only listen to your issue, not respond or take action during the Public Comments periods. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

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

A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify the item(s) on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes before the item is addressed, and total time allocated to agenda items will not exceed six (6) minutes for a Discussion item and nine (9) minutes per Vote item. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak, and the total allocated time shall be appropriately increased as well.

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

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

IMPORTANT NOTE REGARDING PUBLIC COMMENTS: Effective September 2022, public comments presentations at all ECRA Regular and Special Board Meetings and at Committee Meetings must be made in person. There is no obligation on the part of the school to have a school official read public comments during inperson Board Meetings. Powered by BoardOnTrack 2 of 4 A member of the public is welcome to appear at the Board meeting to make a public comment or make arrangements with another person in attendance to speak on the person's behalf.

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

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

Directors Present
Alexandra Ramirez, Brad Wright, Gregg Solkovits, Sebastian Winter, Steven Kofahl

Directors Absent
Linda Ibach, Ronald Laws

Guests Present
Ryan Guinto

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Monday Jun 30, 2025 at 5:34 PM.

B. Record Attendance and Guests

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

A quorum was established. Mr. Wright noted that although two board members were unable to attend due to other commitments.
HR Director led the Board members and guests in the Pledge of Allegiance to the United States of America (USA).

D. Public Comments

No public comments were received for this meeting.

E. Executive Director Update

Mr. David Hussey provided an overview of recent accomplishments and important updates, expressing gratitude and recognition for the entire school community:

- **Acknowledgments:**
  Mr. Hussey extended his sincere thanks to all teachers, staff members, parents, and students for their resilience and contributions to a productive and memorable school year.
- **Athletics & VAPA Achievements:**
  - The school achieved five CIF championships, marking a successful year in athletics.
  - The Visual and Performing Arts (VAPA) program had an exceptional year, including a trip to New York that provided enriching learning experiences.
- **Graduation 2025:**
  - Over 800 seniors graduated this year.
  - Mr. Hussey extended appreciation to Mr. Alba and Mr. Bennett for organizing a wonderful graduation ceremony.
  - Special thanks were also given to Mr. Kofahl and Mr. Wright for their attendance and support.
- **Summer School 2025:**
  - Summer school commenced on June 11 and will conclude on July 25.
- **Royal Entrance Orientation:**
  - The Royal Entrance orientation program will take place on July 21–22 and July 23–24.
  - This event is designed to welcome incoming 9th graders and provide them with an early introduction to the school environment.
- **Welcome Week and Back-to-School Schedule:**
  - Welcome Week is scheduled for the week of July 30.
  - Teachers and administrative staff will return on August 9.
  - The first day of school for the 2025–2026 academic year is August 14.
- **Student Assessment Results (Preliminary):**

  Mr. Hussey shared early data from the SBAC standardized testing results for 11th graders:
  - Math scores increased by 3 points.
  - ELA (English Language Arts) scores increased by nearly 4 points.
  - Science scores for 11th graders rose by 4.5 points.

- Overall science scores, including make-up tests from seniors, improved by 1 point.

He commended both students and educators for their continuous efforts in improving academic performance.

F. Chief Business Officer Update

Chief Business Officer Mr. Gregory Wood provided a brief yet substantial update as the school year officially comes to a close:

- **Closing the School Year:**
  Mr. Wood noted that the final days of the academic year have been exceptionally fast-paced and demanding. Significant effort, including both overtime and additional hours from staff, has been dedicated to ensuring a smooth year-end transition.

G. Board Committees Update

Board Chair Mr. Brad Wright provided an update on board committee activities and related governance matters:

- **Compliance with Brown Act:**
  Mr. Wright noted that due to the presence of a quorum at the meeting, the board must remain in compliance with the Brown Act. As such, there are limitations on discussions outside of properly noticed meetings. Specifically, when three or more board members are present, no deliberation or discussion may occur unless formally agendized.
- **Committee Activity:**
  Mr. Wright shared that there were no new committee matters to report at this time. All essential updates had already been addressed in prior sessions or through current agenda items.
- **Upcoming Community Seat Election:**
  Mr. Wright announced that elections for the **community board seat**—which he currently holds—will be held in the upcoming term.
  - He encouraged community members interested in serving on the board to submit an application.
  - Notices regarding the open seat and application process will be published in local newspapers and posted on the school's official website.
  - The board remains committed to transparency and inclusivity in the selection process, and Mr. Wright emphasized the importance of community engagement.

H.

Board Chair Update

Mr. Wright expressed his enthusiasm for the upcoming school year and appreciation for continued collaboration among board members and stakeholders.

II. Consent

A. Approve Minutes of the June 20, 2025 Special Board Meeting

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Ronald Laws	Absent
Steven Kofahl	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye
Linda Ibach	Absent
Gregg Solkovits	Aye
Sebastian Winter	Aye

B. Approve Minutes of the June 4, 2025 Special Board Meeting

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approve Minutes of the May 22, 2025 Regular Board Meeting

Gregg Solkovits made a motion to approve the minutes from Regular Board meeting on 05-22-25.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Approve the Minutes of May 14, 2025, Special Board Meeting

Gregg Solkovits made a motion to approve the minutes from Special Board Meeting on 05-14-25.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Approve the May 2025 Check Registers

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Approve the May 2025, Credit Card Charges

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Approval of the renewal of ECRA Medical Insurance Policy Rates with Self-Insured Schools of California (SISC)

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Approval of the 2025-2026 Piece of Mind Special Education Services Contract

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

I. Approval of the 2025-2026 Substitute Contract

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

J. Approval of the 2025-2028 LACOE Contract for California School-Based Medi-Cal Administrative Activities Program

Gregg Solkovits made a motion to approve all 10 consent items from A- J.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Finance

A. May 2025 Investment Update

Mr. Gregory Wood delivered the investment update for May 2025, focusing on the performance of the OPEB (Other Post-Employment Benefits) trust account and its implications for the district's financial position:

- **OPEB Trust Account Performance:**
  - The OPEB account began the fiscal year with a balance of **$30.8 million**.
  - Over the course of the year, **$2.2 million** was disbursed to retirees for post-employment benefits.
  - As of **May 31, 2025**, the account balance stood at approximately **$32.5 million**, reflecting solid investment performance.

- Mr. Wood reported that, based on more recent data as of today's review, the account has grown by an **additional $400,000**, bringing the total value to approximately **$32.9 million**.

- **Outlook and Actuarial Valuation:**
  - These gains will be factored into the final investment report for June 2025.
  - The finalized financial data will inform the district's upcoming **actuarial valuation**, which determines the long-term funding requirements for post-employment benefits.
  - Last year, the OPEB account was **overfunded by approximately $1.8 million**.
  - Given the recent performance and anticipated reductions in the number of eligible employees due to staffing changes, the district is likely to maintain or improve its **fully funded or surplus** status.
- **Implications for District Obligations:**
  - Mr. Wood noted that with **fewer eligible employees** entering the system, there may be a **reduction in long-term liabilities** for lifetime health benefits.
  - This positive financial trajectory helps strengthen the district's fiscal sustainability in regard to retiree health commitments.

B. May 2025 Financial Update

Mr. Wood presented the financial overview for May 2025, including several key documents and data sets.

1. Average Daily Attendance (ADA) and Enrollment Trends

- Mr. Wood provided a comparative analysis of ADA and enrollment between the current and previous academic years.
- ADA is no longer a primary factor in LCFF funding for the final two months, as the funding formula locks ADA at Month 8.
- Historical data shows ADA drops to approximately 88% during the final month.
- Graphs presented included green and yellow/orange bars for year-over-year comparison.
- This year, ADA was impacted by the teacher strike.

2. Year-End Enrollment Figures

- The school experienced a net loss of **236 students** compared to the previous year.
- The decline is expected to impact future LCFF funding.
- Factors contributing to student attrition:
  - Families relocating out of the area (due to high living costs).

- Early graduations from independent study/FLEX programs.
- No student expulsions; suspension rates have declined for the third consecutive year.

3. Funding Implications

- The 2.3% COLA (Cost of Living Adjustment) does not fully offset the 4% loss in enrollment, leading to an expected funding gap.
- A slide breakdown was presented detailing how funding is allocated—state vs. local property taxes.
- Supplemental funding categories were reviewed.

4. Comparative Budget Context – Other Districts

- Mr. Wood discussed the recently passed budget for other districts, notably LAUSD:
  - Headlines highlight multi-billion dollar deficits and fund balance reductions.
  - Much of the pandemic-related funding has ended or is being phased out.
- LAUSD context:
  - Contract negotiations pending: All teachers will operate without a contract as of July 1.
  - No current budget for reduced federal funding or expected settlements.
  - Historically, LAUSD receives state intervention when under financial distress—a safety net not available to independent charters like ours.

Remarks from Mr. Wright:

- Expressed concern about the broader economic climate and its potential effects on school operations and enrollment.
- Emphasized the importance of maintaining fiscal discipline and preparing for further potential losses.
- Reiterated that unlike LAUSD, our organization must rely solely on our financial reserves and cannot expect state bailouts.

5. Reserves and Fiscal Outlook

- Mr. Wood confirmed the school has a healthy reserve that could absorb the projected deficit of several million dollars if necessary.
- Emphasis was placed on strategic, conservative financial planning to avoid reliance on one-time funds.

IV. Governance

A. Discuss Board Election for Community Board Position

Mr. Hussey announced that a current **Community Board Member position** is reaching the end of its term. In alignment with past practices, the following steps will be taken to recruit a new member:

- A **call for candidates** will be open for **one month**.
- The announcement will be:
  - Posted in a **local newspaper**
  - Published on the **organization's website**
  - **Distributed to the broader community**

The goal is to attract a **diverse and qualified pool of candidates** from the community. The **Board will vote to appoint** the new member during the **next regular board meeting on August 28, 2025**.

Remarks from Mr. Wright:
Mr. **Brad Wright** informed the Board that he will **step down** at the start of the August meeting to allow the Board to make a fair and independent decision regarding the new member. He noted that **no candidate has yet been identified**. During this interim period, **Ms. Ramirez** will **preside over the meeting** until a new Community Board Member is formally appointed.

B. Discussion and Vote on Proposed 2025-2026 ECRA Board Meeting Calendar

Mr. Brad Wright presented the proposed **2025–2026 Board Meeting Calendar** for the El Camino Real Alliance (ECRA). He noted that the Board typically meets on the **third or fourth Thursday of each month**. The proposed meeting dates for the upcoming academic year are as follows:

- **August 28, 2025**
- **September 25, 2025**
- **October 23, 2025**
- **November 20, 2025**
- **December 18, 2025**
- **January 22, 2026**
- **February 26, 2026**
- **March 26, 2026**
- **April 23, 2026**
- **May 28, 2026**
- **June 25, 2026**

Mr. Wright emphasized that this calendar reflects the **tentative regular schedule** for board meetings. Should any unforeseen circumstances arise—such as site availability

issues or significant developments—**a special board meeting** will be called to revise or adjust the dates as necessary.

Sebastian Winter made a motion to approve the Proposed 2025-2026 ECRA Board Meeting Calendar.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Linda Ibach	Absent
Alexandra Ramirez	Aye
Gregg Solkovits	Aye
Ronald Laws	Absent
Brad Wright	Aye
Sebastian Winter	Aye
Steven Kofahl	Aye

V. School Business

A. Discuss the Annual Performance-Based Charter School Division Oversight Visit Report for 2024-2025

Mr. David Hussey provided a summary of the **Annual Performance-Based Oversight Visit** conducted by the **Charter Schools Division** in **November 2024**, covering the 2024–2025 school year. He noted that the oversight process included review and dialogue over several months, particularly regarding financial and operational matters.

The **overall performance ratings** assigned by the oversight team were as follows:

- **Governance:** 4 – *Accomplished*
- **Student Achievement and Educational Performance:** 3 – *Proficient*
- **Organizational Management, Programs, and Operations:** 3 – *Proficient*
- **Fiscal Operations:** 4 – *Accomplished*

Key Highlights from the Oversight Report:

Governance

- The Governing Board was recognized for its effective leadership and strong compliance with public meeting laws.
- The board demonstrated transparency and a clear strategic direction.
- Decision-making was data-driven and student-focused.

Student Achievement

- Graduation rates on the **California Dashboard** were reported at the **green level**, exceeding state averages.
- **College and Career Readiness** also ranked in the green performance level.
- **English Learner Progress** was rated at the **blue level**, indicating significant outperformance relative to the state.
- The school's **Academic Decathlon Team** achieved its **11th national championship**.

Organizational Management, Programs, and Operations

- ECR uses a **standards-based curriculum** and offers **A–G aligned courses**.
- The school provides robust academic and extracurricular supports.
- Stakeholder engagement is strong, supported by multiple advisory councils and consistent communication channels.

Corrective Action Noted and Resolved

- The oversight team noted a delay in obtaining **vendor clearances** prior to the start of service.
- The school has already implemented **corrective measures** to ensure timely clearance in the future.

Fiscal Operations

- The school maintains a **strong financial position** with **no audit findings or material weaknesses**.
- **Reserves are healthy**, and **long-term liabilities** are well-managed.
- Despite enrollment declines, ECR remains **fiscally sound** through proactive marketing and recruitment strategies.

Mr. Hussey concluded that **ECR remains a high-performing and financially stable institution**. The oversight team affirmed the school's commitment to academic excellence, effective governance, and sound fiscal practices.

- **No corrective actions** were issued.
- The school is encouraged to continue strengthening **math outcomes** and enhancing **compliance systems** to support continued growth and success.

B. Discuss California Local Indicator

Presented by: Mr. David Hussey, on behalf of Ms. Stephanie Avila (currently on vacation)

Mr. Hussey provided an overview of the **2025 California Local Indicators Report** for El Camino Real Charter High School. The report is a **self-assessment tool** required by the **California School Dashboard**, covering multiple performance priorities and serving as a means for local education agencies to reflect on progress in key areas.

The report also includes **average daily attendance (ADA)** and **enrollment trends** through **Month 10** of the 2024–2025 school year.

Key Findings and Priority Area Summaries

Priority 1: Basic Services and Conditions

- **Instructional Materials:** 100% of students have access to standards-aligned instructional materials both **at school and at home**.
- **Facilities:** 0% reported deficiencies; all school facilities meet the **"good repair" standard** under state guidelines.

Priority 2: Implementation of State Academic Standards

- Near **full implementation** across all content areas.
- Strong performance in:
  - **Professional learning**
  - **Instructional materials**
  - **Teacher support systems**
- High implementation scores in **Visual and Performing Arts (VAPA)**, **World Languages**, and **Career Technical Education (CTE)**.

Priority 3: Parent and Family Engagement

- **Strengths:**
  - Welcoming school environments
  - Staff participation in professional development focused on engagement
- **Areas for Growth:**
  - Enhancing trust-building with families
  - Increasing outreach to **underrepresented communities**
- **Planned Focus Areas:**
  - Culturally responsive practices
  - Actionable feedback systems
  - Broader parent engagement strategies

Priority 6: School Climate

- **Survey Results:**
  - 76% of **parents**,
  - 59% of **students**, and

    - 85% of **staff** reported feeling **safe on campus**
- **Challenges Identified:**
    - Gaps in student awareness and understanding of **safety procedures**
- **Action Steps:**
    - Improved safety communication
    - Increased student and parent engagement in school safety efforts
    - Expansion of the current **Safety Committee**, which is currently under-attended by parents

Priority 7: Broad Course of Study

- All students have access to a **comprehensive curriculum**, including:
    - **CTE**, **STEAM**, **VAPA**, **Alternative Education**, and **Independent Study**
- **Monitoring Tools Used:**
    - Class schedules
    - Individualized graduation plans
    - IEPs
    - Reclassification data for English Learners
- **Key Barrier:**
    - **English Learner (EL) students** face difficulty accessing advanced coursework due to language limitations
- **Targeted Actions:**
    - Strengthen **Integrated and Designated ELD**
    - Improve tracking of **reclassified EL students**
    - Develop more **pathways** for EL student access to advanced classes

ADA & Enrollment Trends (Reported through March, Month 10)

- Enrollment declined from **3,062 (Month 10)** to **2,826 (Month 11)**
- **Total reduction**: 236 students (approx. **7.8% annual decline**)
- ADA for Month 10 dropped to **88.4%**, though year-to-date average remains above **92%**
- Projected **LCFF revenue loss**: **$2.83 million** due to enrollment decline

Next Steps & Action Plan

- Increase **parent engagement**, especially among underrepresented families, using **multilingual outreach**
- Improve **student and family understanding of safety protocols**
- Enhance **ADA** through:
    - Attendance promotion campaigns
    - Expanded independent study offerings
- Strengthen EL support for access to advanced coursework

- Monitor progress through **updated data tools** and **frequent stakeholder engagement**

Approval Status
The Local Indicators Report is presented **for approval** to be **submitted to the California Department of Education (CDE)**.

C. Discuss and Vote on the Local Control Accountability Plan (LCAP) 2025-2026 Proposed Goals and Actions

The Board held a detailed discussion on the proposed **2025–2026 Local Control and Accountability Plan (LCAP)**. This plan outlines strategic goals and budget-aligned actions that reflect stakeholder feedback, performance data, and state priorities. The presentation was led by **Dr. Clark**, Administrative Director, and **Mr. Gregory Wood**, Chief Business Officer.

Financial Overview – Presented by Mr. Gregory Wood
Mr. Wood presented a breakdown of LCAP-related expenditures:

- A total of **$5 million in expenditures** is tied directly to LCAP goals and actions.
- Revenue sources include **federal, state, and local funds**, with unduplicated pupil funds identified and aligned to relevant actions.
- He emphasized transparency and accountability, reporting an **overall projected funding total of $46.4 million**.
- Not all expenditures (e.g., legal fees) are captured within the LCAP, with about **25%** of overall budget activity linked to LCAP.

He also noted that a **significant budget item** is the **planned 18% staff salary increase** over the next three years, which is crucial for recruitment and retention of **highly qualified personnel**.

LCAP Overview – Presented by Dr. Clark
Dr. Clark explained that the LCAP is a **state-mandated three-year plan**, updated annually, aligning with **eight California state priority areas**. It includes:

- A plan summary
- Engagement with educational partners
- Actions and expenditures to support targeted student populations
- Implementation progress
- Monitoring tools and performance metrics

2025–2026 LCAP Goals and Key Details

Goal 1: High-Quality Education for All Students
Focus: Ensuring all students have equitable access to **Common Core State Standards** in every classroom.

- **Intervention and tutoring** are provided **throughout the school year** for all students.
- All teachers are expected to be **highly qualified**.
- **18% salary increase** planned over three years to retain and recruit talent.

Goal 2: College and Career Readiness
Focus: Preparing students for post-secondary success.

- Despite losing one **College and Career Counselor** and some **counseling team members**, the school maintained **college counseling services**.
- The **AP pass rate increased**, and the school continues to **offer robust support structures**.
- Ongoing monitoring of **graduation rates**, particularly for **students with disabilities, English learners, African American and Latinx students**, and **foster and homeless youth**.

Goal 3: Parent and Family Engagement
Focus: Strengthening communication and involvement.

- Parents are encouraged to communicate with staff and should receive **responses within 48 hours**.
- Revitalized **Royal Families** and **Parent Advisory Committee** saw the **highest turnout in years**.
- Newly formed **Student Advisory Committee**, now a **state requirement**, had **11 active student members** providing direct feedback.
- The school continues to operate the **Project Latinos** and **Rising for Black Families** engagement efforts.
- Based on feedback:
    - The **tech team** is developing "**How-To**" videos (e.g., how to navigate Aeries, Canvas).
    - Plans are underway to create a **Welcome & Family Center** using a designated classroom to better support visitor engagement.
- Marketing efforts will be **revised and strengthened** for 2025–2026, based on survey responses.

Goal 4: Safe and Equitable Learning Environments
Focus: Physical and emotional well-being of students.

- Ensuring **clean, equipped, and functional facilities**, with attention to classroom technology and instructional tools.
- Staff and stakeholders emphasized the need for **clear discipline policies**, a well-defined **crisis communication plan**, and **facility upgrades**.
- **Mental health services** were reduced: the school is down from **three in-house therapists to one**, contracted through **a third-party provider** due to budget constraints after the recent strike.
- **School Nurse** position remains unfilled; services continue **3 days a week** via existing support staff.
- The **Building and Grounds Department** is crucial in maintaining campus cleanliness and safety.
- Goal four also focuses on **providing MTSS (Multi-Tiered Systems of Support)** and equitable access to resources for all students, especially vulnerable populations.

Stakeholder Engagement & Survey Results

- Surveys included feedback from **teachers, staff, students, and parents**.
- Results indicated **general agreement** on school equity and access to resources, though response rates varied:
    - Educator and staff responses: generally positive but influenced by recent labor negotiations.
    - Parent and student responses: largely supportive, though data validity was questioned due to limited participation.

Academic Performance Summary

- Noted **declines in ELA (16.8 points)** and **Math (10.7 points)** on the CAASPP from last year, though scores **remain above the state average**.
- Preliminary results from this year's testing show a **rebound**.
- Areas of continued focus:
    - **Students with disabilities**
    - **African American and Latinx students**
    - **Math and English proficiency** (targeted interventions in progress)

Gregg Solkovits made a motion to approve the Local Control Accountability Plan (LCAP) 2025-2026 Proposed Goals and Actions.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Steven Kofahl	Aye
Linda Ibach	Absent
Ronald Laws	Absent
Sebastian Winter	Aye
Gregg Solkovits	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye

D. Discussion and Vote on 2025-2026 Edlogical Contract

Ms. Emilie Larew, Administrative Director, presented the proposed contract for **Edlogical** for the 2025–2026 school year. The discussion focused on the continuation and expansion of specialized educational services through third-party certified providers.

Overview of Contract and Services
Ms. Larew shared the following key points:

- The school contracts a variety of **special education service providers**, many of which are **non-public agencies (NPAs)** certified by the State of California.
- Edlogical is one such provider offering a **wide range of special education services**, including but not limited to:
  - Speech and language therapy
  - Occupational therapy
  - Counseling services
  - Specialized academic instruction
- These services are essential to meeting students' **Individualized Education Program (IEP)** requirements and ensuring compliance with **state and federal mandates**.

She emphasized that the contract with Edlogical reflects:

- **Competitive and appropriate rates** aligned with industry standards
- A commitment to securing **qualified, high-quality service providers**
- Support for the significant **administrative and compliance paperwork** associated with special education services

Additionally, Ms. Larew noted that **agency rates have increased** across the board, which is reflected in the proposed contract. The importance of maintaining uninterrupted services while adapting to market adjustments was acknowledged.

Mr. Brad Wright commended Dr. Clark and Ms. Larew for their outstanding work, particularly highlighting Ms. Larew’s dedication to special education and the positive feedback from families.

Mr. Winter provided historical context on the underfunding of special education by the federal government, stressing the continued legal and ethical obligation of the school to provide mandated services. He emphasized the necessity of maintaining a contract with a reliable provider like Edlogical to ensure compliance and student support.

Alexandra Ramirez made a motion to approve 2025-2026 Edlogical Contract.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Linda Ibach	Absent
Steven Kofahl	Aye
Sebastian Winter	Aye
Alexandra Ramirez	Aye
Ronald Laws	Absent
Gregg Solkovits	Aye
Brad Wright	Aye

E. Discussion and Vote to Contract with Inspire Communications at the given rates

Ms. Emilie Larew, Administrative Director, presented the proposed contract renewal with **Inspire Communications** for the 2025–2026 school year.

Presentation Overview

- Inspire Communications has previously partnered with the school, providing **strategic marketing and communications support**.
- The **rates remain consistent** with last year's contract.
    - The **hourly rate is unchanged** from the 2024–2025 agreement.
- The agency has been responsive and effective in managing the school's communications needs, including during critical moments.
- Ms. Emilie Larew noted that there were **delays in services last year** due to **unexpected medical issues** on the agency's end, but those challenges have since been resolved.

Sebastian Winter made a motion to approve Contract with Inspire Communications at the given rates.
Gregg Solkovits seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Sebastian Winter	Aye
Alexandra Ramirez	Aye
Steven Kofahl	Aye

Roll Call	
Gregg Solkovits	Aye
Linda Ibach	Absent
Brad Wright	Aye
Ronald Laws	Absent

F. Discussion and Vote for the Marketing Budget Proposal

Mr. Covarrubias reviewed last year's outcomes, highlighting strong returns on marketing investments:

- **Digital Advertising Results:**
  - **109 new students** through **Meta Ads** (Facebook/Instagram).
  - **82 students** via the **Niche.com education platform**.
  - Additional gains from **Google Ads**, contributing to a total of **198 new students** attributed to digital marketing channels.
- **Traditional Advertising Results:**
  - **Mailers**: 14 enrollees
  - **School Banners (Valley Circle/Burbank)**: 58 enrollees
  - **Daily News print ads**: 11 enrollees
  - Total of **83 students** via traditional media
- **Total Reach & Impact:**
  - Combined enrollment from both channels: **281 new students**
  - Total investment: **$46,000**
  - **Estimated ROI:** Over **$4 million** in revenue

Enrollment Update:

- **703 incoming 9th graders enrolled**, a 46-student increase from the previous year despite regional population declines.
- Over **100 students enrolled from outside** traditional school boundaries due to extended digital reach.

Key Strategies for 2025–2026:

- **Digital Expansion:** Maintain strong presence on Meta and TikTok; limited presence on X (formerly Twitter) for political neutrality; explore alternatives like BlueSky as needed.
- **Content Collaboration:** Engage students, teachers, coaches, and parents to share school stories and achievements on social platforms.
- **Website Centralization:** Merge individual sports and activity pages into a unified school website to simplify access for families.

- **Event Promotion:** Continue spotlighting student-led events and school culture to build pride and engagement.
- **Recognition Programs:** Develop academic and extracurricular recognition items (e.g., letterman patches, class rings).
- **Niche.com Expansion:** Enhance outreach through this high-conversion platform.

New Initiatives:

- **Focus Groups** to gather actionable parent feedback.
- **Parent and Community Branding:** Launch a family-friendly Welcome Center and produce technology navigation videos for parents.
- **Staff Recognition:** Partner with administration to recognize teacher/staff birthdays and achievements.

Proposed Budget:

- **Total Budget:** $80,000
  - Includes digital advertising (Meta, Google, Niche)
  - Print media, branding materials
  - Website enhancements and content production
  - Community outreach and event support

Board Discussion:
Board members expressed support for continued marketing investment, especially in areas yielding measurable enrollment impact. There was discussion around the importance of revitalizing school pride and branding through tangible items such as school apparel, rings, and academic recognition patches.

Sebastian Winter made a motion to approve the Marketing Budget Proposal 2025-2026.
Brad Wright seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Sebastian Winter	Aye
Brad Wright	Aye
Linda Ibach	Absent
Steven Kofahl	Aye
Gregg Solkovits	Aye
Ronald Laws	Absent
Alexandra Ramirez	Aye

G. Discussion and Vote on 2025-2026 Capital Improvements

Mr. Fernando Delgado, COO, presented a comprehensive update on completed capital improvement projects from the 2024–2025 school year and introduced the proposed budget and plan for the 2025–2026 capital improvement cycle. The purpose of the discussion was to review enhancements to school facilities, learning environments, and infrastructure that align with the school's mission to provide an intentional, collegiate, and future-forward academic environment.

2024–2025 Capital Improvements Summary

Mr. Delgado highlighted the successful completion of several major projects:

- **Hallway Modernization:** Phases A, B, and C fully updated to reflect a collegiate, modern design.
- **Phase 1 Classroom Modernization:** Completion of the first round of classroom upgrades, emphasizing flexible and collaborative learning environments.
- **Student Store Renovation:** Redesigned and outfitted with a new POS system, inventory software, display coolers, and cameras—entirely run by students.
- **Tennis Court Resurfacing:** Enhanced with banners and refinished courts to reflect school pride.
- **Stadium Upgrades:** Painted surfaces, new LED lighting, improved sound system.
- **Main Gym Marquee Upgrade:** Branding and new installations to increase visual appeal and school identity.
- **Audio/Video Production Studio Modernization:** Includes upgraded equipment and layout for career pathway engagement.
- **Additional Projects:** Renovations to career tech spaces, golf carts, safety signage, and walkway placards in alignment with school safety and navigation priorities.

2025–2026 Capital Improvement Proposal

The proposal outlines the following priorities:

- **Classroom Modernization (Phase 2):** Upgrade of 20 additional classrooms to achieve ~95% modernization across campus.
- **Gym Bleacher Automation:** Scheduled for Spring, to replace aging, manual bleachers with a modern, motorized system.
- **Cafeteria Upgrade:** Improvements to enhance non-instructional dining environments (funded through restricted funds).
- **Front Entrance Enhancement:** Improved signage and branding elements, with a balance of subtlety and visibility.
- **Scoreboard Sponsorship Plans:** Pending approval from LAUSD, potential naming rights for scoreboard advertising remain in discussion.
- **Safety Signage and Identification:** New placards installed on buildings and hallways for clearer wayfinding, particularly in emergencies.

Long-Term Infrastructure Projects (In Partnership with LAUSD)
Mr. Delgado addressed the limitations and coordination challenges with LAUSD regarding site ownership and major infrastructure:

- **HVAC Overhaul:** A multi-phase $11 million project to replace aging chiller systems, funded and managed by LAUSD. Temporary continuity solutions are in place until the full cut-over in Summer 2026.
- **Concrete & Infrastructure Repairs:** Deferred maintenance issues, such as cracked walkways, are being discussed with LAUSD and CPR project managers. Approval processes remain lengthy.
- **Marquee and Branding:** New marquee under DSA (Division of State Architect) review. Approximately 65% through the state approval pipeline.

Board Discussion
Board members raised the following points and questions:

- **Mr. Wright** inquired about LAUSD's responsibility for property maintenance. Mr. Delgado clarified that cosmetic and minor functional updates fall to the school, while major system overhauls like HVAC are handled by LAUSD.
- **Suggestions for Scoreboard Sponsorships:** Multiple members supported the idea of allowing college branding or donor-sponsored scoreboards to enhance school pride and academic aspiration.
- **Concerns About Delays:** Several board members expressed frustration about prolonged DSA and LAUSD timelines for approvals and permits.
- **Visibility and Aesthetics:** Support for signage that balances standout visual presence with neutral, non-political design.

Gregg Solkovits made a motion to approve the 2025-2026 Capital Improvements.
Brad Wright seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Steven Kofahl	Aye
Linda Ibach	Absent
Brad Wright	Aye
Gregg Solkovits	Aye
Sebastian Winter	Aye
Ronald Laws	Absent
Alexandra Ramirez	Aye

Mr. Wright proposed a five minute recess.
Sebastian Winter made a motion to approve a 5-minute recess.
Alexandra Ramirez seconded the motion.

single voice vote
The board **VOTED** unanimously to approve the motion.

Roll Call	
Linda Ibach	Absent
Alexandra Ramirez	Aye
Gregg Solkovits	Aye
Steven Kofahl	Aye
Ronald Laws	Absent
Sebastian Winter	Aye
Brad Wright	Aye

The Board recessed at **7:45 PM on June 30, 2025**, to allow for a brief break before resuming the remaining agenda items.
The Board reconvened to resume the meeting at **7:55 PM on June 30, 2025**

H. Discussion and Vote on the 2025-2026 Technology Budget Proposal

Mr. Ryan Guinto presented the proposed technology budget for the 2025–2026 fiscal year. The proposal focused on two primary categories: software applications and infrastructure equipment upgrades.

1. **Software Applications:**
    - Mr. Guinto outlined three subsets of software licenses:
        - **Instructional Software Applications** used by teachers in classrooms.
        - **Administrative Software Applications** used by leadership and school operations.
        - **Technology Department Software** supporting infrastructure and IT systems.
    - A technology committee was convened to evaluate and vote on the relevance and necessity of each instructional application. Applications are designated as either schoolwide or department-specific.
    - All related budget figures are already integrated into Mr. Wood’s forthcoming 2025–2026 overall budget proposal.
2. **Infrastructure and Equipment Upgrades:**
    - Mr. Guinto reported on the current status and lifecycle tracking of technology devices assigned to staff.
    - **Planned Replacements and Purchases:**
        - Replacement computers for two computer labs.
        - New laptops for departments including Technology, Human Resources, and other classified staff.
    - **Network Infrastructure:**
        - Upgrades to support increased demand for Ethernet-connected devices.
        - Additional **network switches** under the E-Rate funding cycle.

- Investment in **Uninterruptible Power Supply (UPS)** units to ensure continuity of critical systems (e.g., PA and phone systems) during power outages.

◦ **Server and Backup Systems:**

- Confirmation that server backups are already in place and maintained in-house.

Mr. Guinto emphasized the importance of continued investment in both instructional tools and core infrastructure to maintain reliable access and operations across campus.

Steven Kofahl made a motion to approve the 2025-2026 Technology Budget Proposal.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Linda Ibach	Absent
Gregg Solkovits	Aye
Alexandra Ramirez	Aye
Steven Kofahl	Aye
Brad Wright	Aye
Ronald Laws	Absent
Sebastian Winter	Aye

I. RFP Bid Award: Bus Transportation Services

Mr. Ryan Guinto presented the results and recommendations following the Request for Proposal (RFP) process for bus transportation services for the 2025–2026 school year.

- The RFP was issued at the beginning of June 2025 and officially closed on June 25, 2025.
- A total of six vendors submitted proposals offering a variety of transportation services, including standard yellow school buses, mini-buses, and motor coaches.
- Mr. Guinto clarified that the RFP did **not require exclusivity** with a single provider, allowing the flexibility to work with multiple vendors based on trip-specific needs.
- Rates varied among vendors and were dependent on bus type and service details (e.g., duration, seating capacity). Examples were shown comparing five-hour rates, hourly add-ons, and the type of buses offered.
- Leadership, including the Athletic Department, expressed that a multi-vendor approach proved successful in the prior year, preventing delays and ensuring greater reliability across athletic, academic, and extracurricular trips.
- One board member raised concerns regarding **student safety** during long-distance travel, especially the importance of **chartered motor coaches** over

standard yellow buses for such trips. Branding and visibility were also highlighted as additional benefits of using motor coaches.
- Mr. Guinto reiterated that awarding all vendors allows the school to select the most **cost-effective and context-appropriate** transportation option (e.g., smaller buses for small teams or field trips).

Fiscal Note:

- Last year's transportation cost was approximately **$278,000**.
- The **projected minimum cost** for the upcoming year is **$300,000 to $320,000**, with anticipated increases due to higher rates and continued use of premium transportation services for specific trips.

Alexandra Ramirez made a motion to approve the RFP Bid Award: Bus Transportation Services.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Ronald Laws	Absent
Steven Kofahl	Aye
Alexandra Ramirez	Aye
Sebastian Winter	Aye
Gregg Solkovits	Aye
Linda Ibach	Absent
Brad Wright	Aye

J. Discussion and Vote to Approve the 2025-2026 CDE Consolidated Application for Funding

Mr. Gregory Wood provided an overview of the California Department of Education (CDE) **Consolidated Application for Funding**, also referred to as the **ConApp**, which is submitted to the state twice annually to apply for federal education funding.

- The ConApp outlines the school's intent to apply for various federal categorical program funds and includes a series of required assurances that the school must comply with state and federal mandates.
- Compliance assurances include protected prayer requirements, substitute accounting systems, and data collection protocols related to student support services.
- The Board's review and approval of the ConApp is required to signify official intent and authorization for submission.

Funding Overview:

1. **Title I – Improving Academic Achievement of the Disadvantaged**
    - Allocation for 2024–2025: **$369,000**
    - Supports low-income students, including services for students identified as homeless/unhoused.
    - Of this, a portion is set aside for identified unhoused students (18 identified in 2024–2025). Services include transportation, meals, school supplies, access to student events, counseling, and psychological support.
    - **Ms. Melissa Harr** continues to serve as the **Homeless Liaison**, receiving a stipend for her partial FTE role.
2. **Title II – Supporting Effective Instruction**
    - Allocation: **$69,000**
    - Used for professional development for teachers and administrators, aimed at improving instructional quality and staff effectiveness.
3. **Title III – Language Instruction for English Learners and Immigrant Students**
    - Not applicable: school does not meet the minimum required student population to qualify.
4. **Title IV – Student Support and Academic Enrichment**
    - Small allocation (amount not specified) used to provide additional student support services.

Gregg Solkovits made a motion to approve the 2025-2026 CDE Consolidated Application for Funding.
Brad Wright seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Brad Wright	Aye
Gregg Solkovits	Aye
Steven Kofahl	Aye
Ronald Laws	Absent
Linda Ibach	Absent
Sebastian Winter	Aye
Alexandra Ramirez	Aye

K. Discuss and Vote on the Variable Term Waiver Request (WV1 Form)

Ms. Vania Rodriguez presented the **Variable Term Waiver Request (WV1 Form)** for the 2025–2026 school year. The waiver allows the employing agency to assign an individual to a certificated position on a temporary basis—specifically for one academic year—while the individual completes the remaining requirements for full credentialing, such as coursework, examinations, or authorization verification.

- The request pertains to **one currently employed staff member** who is fully credentialed but lacks an **English Learner (EL) Authorization**.
- The individual is teaching within their authorized subject area and is in the process of completing the EL authorization.
- The waiver, once approved, allows the individual to continue teaching while completing the remaining requirements. Completion is expected within the next few months.
- This type of waiver is **permissible for one year only** and was **previously approved** for the 2024–2025 school year. Renewal is being requested for the 2025–2026 school year.
- A board member inquired whether time under the waiver counts toward tenure. It was confirmed that **yes**, this year under the waiver **does count toward tenure**.

Sebastian Winter made a motion to approve the Variable Term Waiver Request (WV1 Form).
Steven Kofahl seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Steven Kofahl	Aye
Brad Wright	Aye
Linda Ibach	Absent
Sebastian Winter	Aye
Gregg Solkovits	Abstain
Alexandra Ramirez	Aye
Ronald Laws	Absent

L. Discuss and Vote on the Declaration of Need for an annual requirement of LEAs to obtain an emergency and limited assignment permit

Ms. Vania Rodriguez presented the **Declaration of Need** for the 2025–2026 school year, a standard annual requirement for Local Education Agencies (LEAs). This declaration must be submitted to the California Commission on Teacher Credentialing (CTC) and allows the school to request **emergency permits** and **limited assignment permits** as needed throughout the year.

- The declaration ensures that the school has the ability to process emergency or temporary credentialing requests should they arise due to staffing shortages or unanticipated vacancies.
- It is a **proactive administrative requirement** that must be board-approved and submitted annually, regardless of whether such permits are immediately anticipated.

- In general, **emergency permits are not frequently used**. For both the 2023–2024 and 2024–2025 school years, the school did not utilize any emergency permits.
- However, there are cases where current, fully credentialed teachers are in the process of obtaining **an additional credential** (e.g., a single subject authorization). In such instances, the Declaration of Need allows the school to file for an emergency permit—such as a General Education Limited Assignment Permit (GELAP)—so that the teacher may **temporarily teach in that subject area** while completing required coursework or exams.
- A current example was cited involving a teacher who is credentialed but working toward a single-subject authorization, where **no other fully credentialed teacher** is available to cover that specific subject for even **one instructional period**. The permit allows continuity of instruction during this transition.
- Approval of this document enables the school to move forward with any necessary waiver or permit filings in a timely and compliant manner.

Steven Kofahl made a motion to approve the Declaration of Need for an annual requirement of LEAs to obtain an emergency and limited assignment permit.
Sebastian Winter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Alexandra Ramirez	Aye
Brad Wright	Aye
Ronald Laws	Absent
Linda Ibach	Absent
Sebastian Winter	Aye
Steven Kofahl	Aye
Gregg Solkovits	Aye

M. Discussion and Vote on Instructional Continuity Plan

Mr. David Hussey presented the *Instructional Continuity Plan* on behalf of Dean Bennett. The plan outlines the school's strategy to minimize instructional disruptions for students enrolled in the independent study program in the event of emergencies, such as natural disasters or extended school closures.

Mr. Hussey explained that this continuity plan had previously been implemented during wildfires and is designed to be enacted within five calendar days of an emergency to ensure the continuation of educational services. If necessary, the school would transition to online learning during the period of disruption.

The plan is a required component of the J-13A waiver process, which allows for attendance and instructional time credit during emergency closures. It has been approved in prior years and requires annual renewal to remain compliant with state education regulations.

Gregg Solkovits made a motion to approve the Instructional Continuity Plan.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Ronald Laws	Absent
Sebastian Winter	Aye
Linda Ibach	Absent
Alexandra Ramirez	Aye
Gregg Solkovits	Aye
Steven Kofahl	Aye
Brad Wright	Aye

N. Discussion and Vote to Approve the Revised 2025-2026 Instructional Material Account (IMA)

Mr. Gregory Wood presented the Revised Instructional Material Account (IMA) for the 2025–2026 school year, with a specific focus on instructional materials related to Math and Athletics. This item is part of the ongoing budget development process.

Mr. Wood noted that the figures presented represent a compilation of department-submitted requests. The first column in the provided worksheet reflects amounts approved in 2024–2025. The subsequent columns show current year requests, totaling approximately **$538,000**. Upon review, the administration proposed a recommended allocation of **$452,540**, after making necessary adjustments and reclassifications.

Key points discussed included:

- **Reclassifications** were made where submitted items did not qualify as instructional materials (e.g., career technical education items).
- A **placeholder** was included for potential *master schedule adjustments*, allowing for flexibility if new classes or instructional needs arise without requiring immediate board action.
- The **requested approval amount** of $452,540 reflects the general fund (unrestricted) obligation for instructional materials.
- Certain department needs, such as those related to arts and music, may be funded through **restricted sources** like Proposition 28 and other categorical programs. These were **not included** in the general fund request.
- The administration clarified that any **spending beyond the approved amount** must return to the board for further approval. However, there is **flexibility within the approved amount**, specifically a **contingency cushion of up to $114,916** to accommodate schedule-driven adjustments, as long as the total remains within the approved general fund amount.

Steven Kofahl made a motion to approve the Revised 2025-2026 Instructional Material Account (IMA).
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Ronald Laws	Absent
Sebastian Winter	Aye
Linda Ibach	Absent
Gregg Solkovits	Aye
Steven Kofahl	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye

O. Discussion and Vote for the 2025-2026 Budget Approval

Mr. Gregory Wood presented the proposed budget for the 2025–2026 fiscal year, summarizing it as the culmination of the Local Control and Accountability Plan (LCAP) process and individual departmental budget requests. A summary page was shared to offer the Board an overview of key funding sources and expenditure categories.
Key Points from the Presentation:

1. **Local Control Funding Formula (LCFF):**
   - A **2.3% Cost-of-Living Adjustment (COLA)** was applied to the LCFF.
   - **Average Daily Attendance (ADA)** estimates were reduced by 100 due to a larger graduating class, leading to an **LCFF revenue loss of approximately $775,000**.
2. **Federal Funding:**
   - The **expiration of COVID-related funds** resulted in a **$750,000 reduction** in federal funding.
   - Remaining federal revenues are budgeted to remain relatively constant.
3. **Other State Revenues:**
   - **CTE funding** decreased by **$234,000**, returning to typical levels after an unusual increase in the prior year.
   - Due to ADA-driven allocations (e.g., lottery), there is a **$370,000 projected decrease** in other state funding.
4. **Local Revenues:**
   - **Interest income** is projected to increase by **$125,000**, due to favorable cash balances and interest rates.
   - **Tuition revenue** for international students is conservatively reduced by **$125,000** due to geopolitical concerns, despite stable tuition rates ($15,000 full-year; $8,000 per semester).
   - **Student body (ASB) revenues** increased by **$180,000**, largely due to enhanced student store activity.
5. **Overall Revenue Outlook:**

- Total projected revenue for 2025–2026 is **$46.4 million**, compared to **$48.1 million** in the prior year—a **decrease of approximately $1.7 million**.

6. **Expenditure Overview:**
   - **Certificated staff salaries** reflect a **5.5% increase** (4% on July 1, 2025, and 3% on January 1, 2026, with 1.5% included in this year's budget).
   - A **reduction in force** leads to **salary savings of $1.8 million**.
   - **Non-certificated staff** receive a **3.5% one-time bonus** totaling approximately **$175,000**.
   - Additional savings include:
     - $100,000 from reduced benefits due to fewer employees.
     - $650,000 in General Fund reductions to books and supplies.
     - $57,000 from lower general insurance rates.
     - Lower projected substitute costs ($1 million vs. $1.3 million in 2024–2025).
     - $219,000 in savings from discontinued SAGE therapy contract.
     - $100,000 increase in capital outlay due to anticipated investments.
7. **Instructional Materials Account (IMA):**
   - The 2025–2026 IMA budget is set at **$452,540**, funded from unrestricted General Fund, with restricted funds (e.g., Prop 28 for arts/music) not included here.
8. **Legal and Operational Costs:**
   - Legal fees remain elevated at approximately **$450,000**, due to ongoing negotiations and organizational needs.
   - Other service and utility costs are generally stable or slightly decreased.
9. **Summary and Bottom Line:**
   - **Total expenditures** are projected to decrease from **$48.7 million** in 2024–2025 to **$46.5 million** in 2025–2026.
   - Despite cost-saving measures, the budget reflects a projected **deficit of $182,000**.
   - This marks a significant improvement from the **$634,000 deficit** projected in the current year (2024–2025).
   - The budget does **not include speculative gains** (e.g., investment income), which are only recorded once realized.

Board Discussion:
Board members sought clarification on the apparent surplus from certificated salary reductions exceeding the revenue shortfall. Mr. Wood noted that while savings are material, the budget starts from an existing deficit position, and the structural gap was only partially mitigated by reductions. The net impact results in a smaller but continued reserve encroachment in 2025–2026.

Alexandra Ramirez made a motion to approve the 2025-2026 Budget Approval. Sebastian Winter seconded the motion.

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

Roll Call	
Alexandra Ramirez	Aye
Brad Wright	Abstain
Ronald Laws	Absent
Steven Kofahl	Aye
Sebastian Winter	Aye
Linda Ibach	Absent
Gregg Solkovits	No

P. If requested by Employee, Board Reading of Statement of Charges

The board entered the closed session at 8:50 PM on the 30th of June, 2025.

VI. Reconvene to Open Session

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

It was reported after the closed session that it was voted unanimously in closed session that item B., was approved.

VII. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to Adjourn Meeting.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:32 PM.

Respectfully Submitted,
Ryan Guinto

Coversheet

Investment Update August 2025

Section: IV. Investment
Item: A. Investment Update August 2025
Purpose: Discuss
Submitted by:
Related Material: IV. A. - 2Q25 El Camino Real.pdf
IV. A - Investment Account July 2025.pdf

BEACON POINTE
INSTITUTIONAL INVESTMENT ADVISORS

El Camino Real Charter High School

AS OF JUNE 30, 2025

Beacon Pointe Advisors
24 Corporate Plaza Drive, Suite 150
Newport Beach, CA 92660
Phone: (949) 718-1600

www.BeaconPointe.com

Firm Overview

Our combined experience, culture of service, firm stability, and size enable our clients to meet their long-term growth and income objectives.

20+ Years

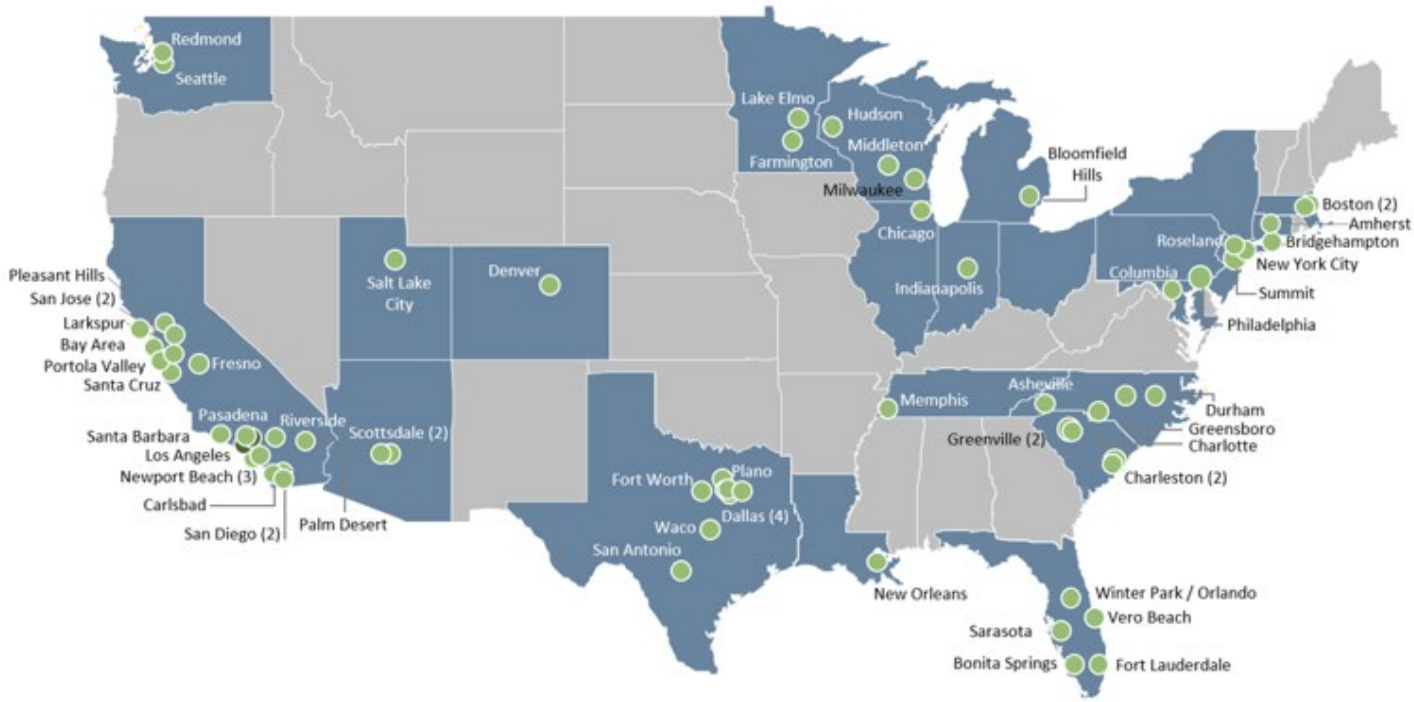
Institutional Investing and Consulting Experience

$47B

Assets Under Advisement*

600+

Investment Professionals Across 65 Regional Offices



BEACON POINTE

**As of 6/30/25. Assets Under Advisement ("AUA") includes combined Assets Under Management of approximately $45 billion and $2 billion in assets on which Beacon Pointe monitors and consults but does not maintain trading authority.*

Market Performance 2Q25

U.S. Equities

- The S&P 500 was up +10.9% in the second quarter of 2025 after a slow first quarter. Trade policy announcements and economic uncertainty remain the focus of the market year-to-date.
- U.S. companies remain cautious about long term investments due to the volatility of the tariff announcement. This uncertainty around future capital expenditure has heightened fears of a recession.
- Information Technology led all GICS sectors in the quarter, finishing up +22.9%. Energy followed up a strong 1Q25 by lagging all sectors, down -8.5% in the second quarter.
- Growth (+17.8%) outperformed Value (+3.8%) during the quarter. Year-to-date performance between the two (Growth +6.1%, Value +6.0%) is neck and neck after a strong 2Q25 for Growth.

U.S. Fixed Income

- U.S. Core taxable bonds returned +1.2% and U.S. Muni bonds were down -0.1% in the quarter. Year-to-date Core bonds are outperforming Munis by +3.7%. Higher go-forward yields - and high *real* yields – remain positive valuation signals for bonds.
- Yields fell on the short end in 2Q25. U.S. Treasury 2-year notes were down -16 basis points to 3.72%, 10-year notes ended the quarter up +2 basis points to 4.23%. Thus, the Yield curve (2x10 year) steepened by 19 basis points and remains positively sloped.
- Investment Grade Corporate bonds returned +1.8%, as spreads tightened during the quarter by -11 basis points, finishing at 83 basis points. U.S. High Yield bonds outperformed Investment Grade, posting a positive +3.5% return in 2Q25 as spreads also tightened by -57 basis points, ending the quarter at 290 basis points.

Non-U.S. Equities

- Non-U.S. developed equities posted a positive +11.8% return during the quarter, slightly outperforming domestic equities.
- Emerging Market equities also outperformed domestic equities in 2Q25, posting a +12.0% return. Year-to-date Non-U.S. Developed and Emerging Market equities have outperformed the S&P by +13.2% & +9.1% respectively.
- Non-US equities have buoyed diversified portfolios during the first half of the year. Historically low relative valuations combined with heightened economic uncertainty in the U.S. has made them an attractive option for investors.

Non-U.S. Fixed Income

- Global Developed Market bonds returned +4.5% for the quarter, outperforming U.S. Core taxable bonds. Yields on the Global Aggregate ended the quarter at 3.62%, with spreads about flat (-1 basis points).
- Emerging Markets Sovereign bonds (EM) finished with a positive return of +2.5%, lagging Global Developed Markets by 2.0% in 2Q25. The yield on EM sovereign debt ended the quarter at 6.32%, with spreads tightening by -16 basis points.
- Year-to-date both Global Developed and Emerging Market bonds have outperformed U.S. Core by +3.3% & +0.9% respectively.

BEACON POINTE

Source: Beacon Pointe, Bloomberg. As of June 30, 2025.

Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

Economic Performance 2Q25

U.S. Economy

- U.S. GDP decreased at a rate of 0.5% in 1Q25. Economists expected GDP in 2Q25 to increase to 2.1%. The probability of a recession continued to increase during the quarter, ending at 35%. Future GDP projections of 0.8% for 3Q25 and 1.5% for the year indicate an economic slowdown.
- The Fed has held interest rates constant for the year, after cutting rates by 100 basis points in 2024. The Fed is likely on hold as inflation remains sticky above their 2% target. There is continued debate about where the neutral policy rate (r*) is in the current environment, but it is most likely well above pre-pandemic levels.
- The ISM Manufacturing PMI averaged 48.7 during 2Q25, down -1.3 points from the prior quarter, and the ISM Services PMI averaged 50.8, down -1.6 points. Both metrics are trending towards an economic slowdown, hovering at are below the critical mark of 50 (all values above 50 indicate economic expansion).

Employment

- Job openings were up slightly and remain just over 7.6 million during the quarter, well below the March 2022 peak of 12 million. The quits rate averaged 2.1%, up +0.2% from the previous quarter. The latest forecast of job openings at nearly 7.8 million suggest the labor market remains stable.
- Non-farm payrolls averaged +150K per month in 2Q25, up +39K from the prior quarter.
- The U.S. Unemployment Rate averaged 4.2% in 2Q25, up slightly from the prior quarter. Average hourly earnings dropped by 0.1% during the quarter to 3.8%. Labor Force Participation dropped down -0.1% to 62.4% in 2Q25.

U.S. Inflation

- Inflation appears to be stabilizing but remains above the Federal Reserve's target, with the U.S. Consumer Price Index (CPI Headline) averaging 2.4% for the quarter, down -0.4% from the previous quarter. Projections of 3.1% for the next quarter suggest an uptick in price pressures.
- U.S. Core CPI (less food and energy) averaged 2.8% for the quarter, down -0.3% from the 1Q25 average. "Supercore" inflation (Core Services inflation less housing) was down -0.7% to 2.8%. All measures are falling to the Fed's preferred 2% level, but higher future projections suggest the job is not done yet.
- The U.S. Personal Consumption Expenditure Core Price Index (PCE Core), the Fed's inflation target measure, averaged 2.6% during the quarter, a decrease of -0.1% from the prior quarter. Inflation expectations – an important contributor to *realized* inflation – returned to the upper range of the Fed's comfort zone.

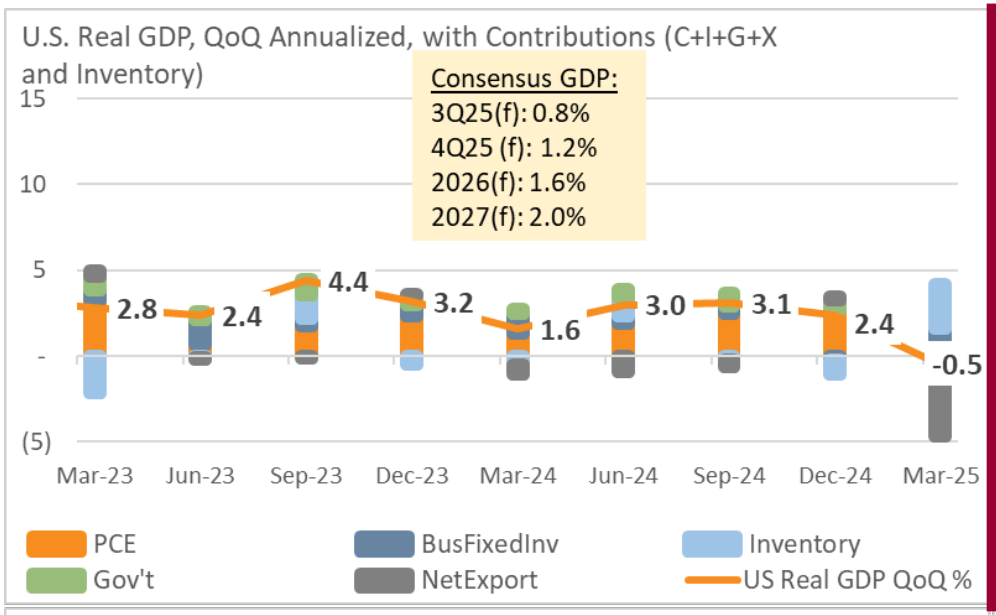
Financial Conditions/Recession Probabilities

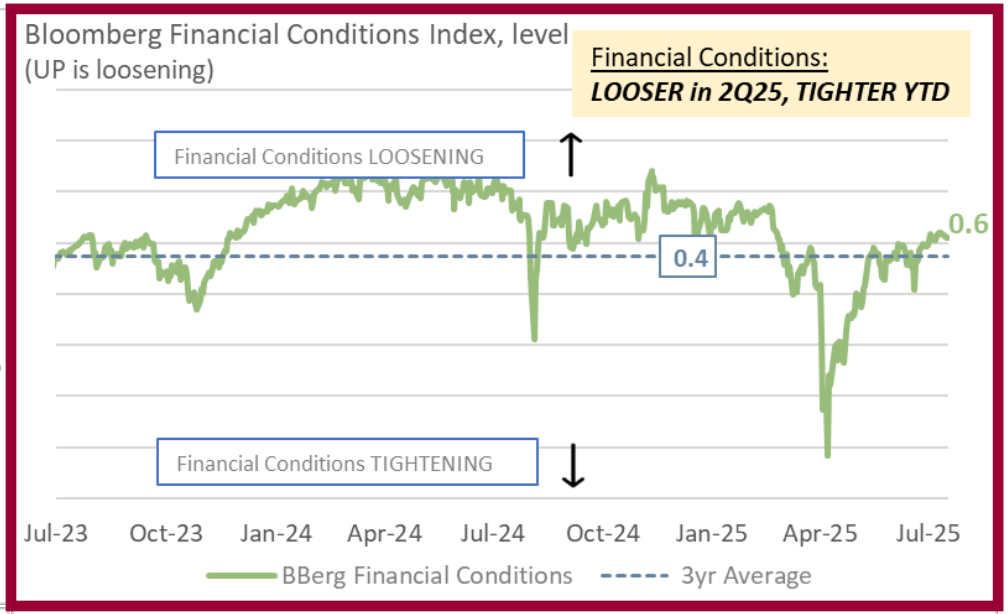
- Financial conditions loosened during the quarter as credit spreads tightened, and stocks increased. Recession probabilities increased by 15% since the start of the year as policy uncertainty and the effects from the proposed tariffs remain to be seen. The U.S. dollar continued to depreciate, as reduced U.S. imports led to lower dollar circulation in foreign markets.
- The Fed wants to achieve its 2.0% PCE Core inflation target. The task in the current environment is complicated by tariff cross-currents and by the debate over the neutral rate of interest, or r*. It is difficult to manage the Fed's dual mandate given the conflicting signals from the labor and inflation data that may result from tariffs.

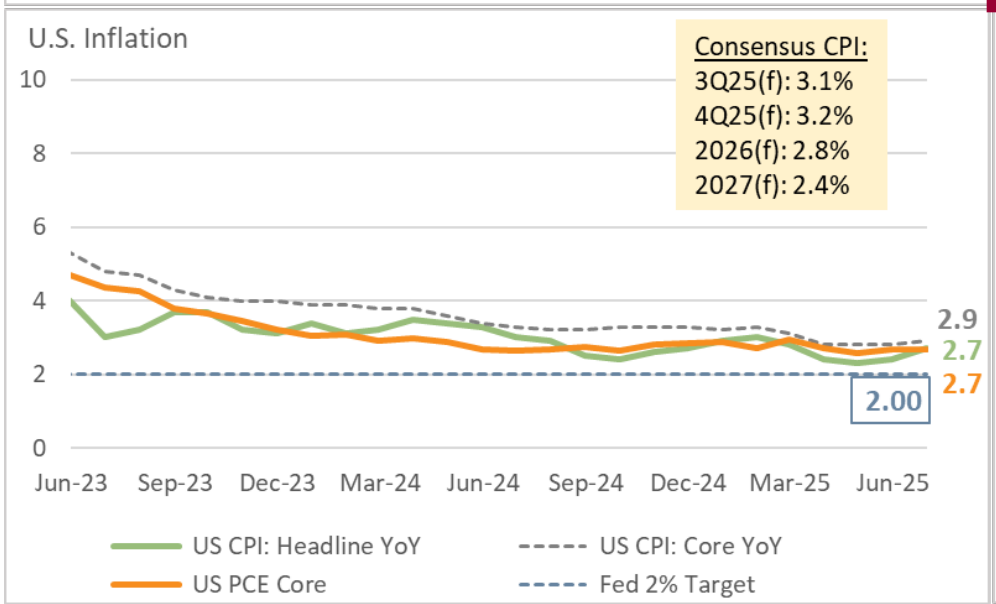
Source: Beacon Pointe, Bloomberg. As of June 30, 2025.

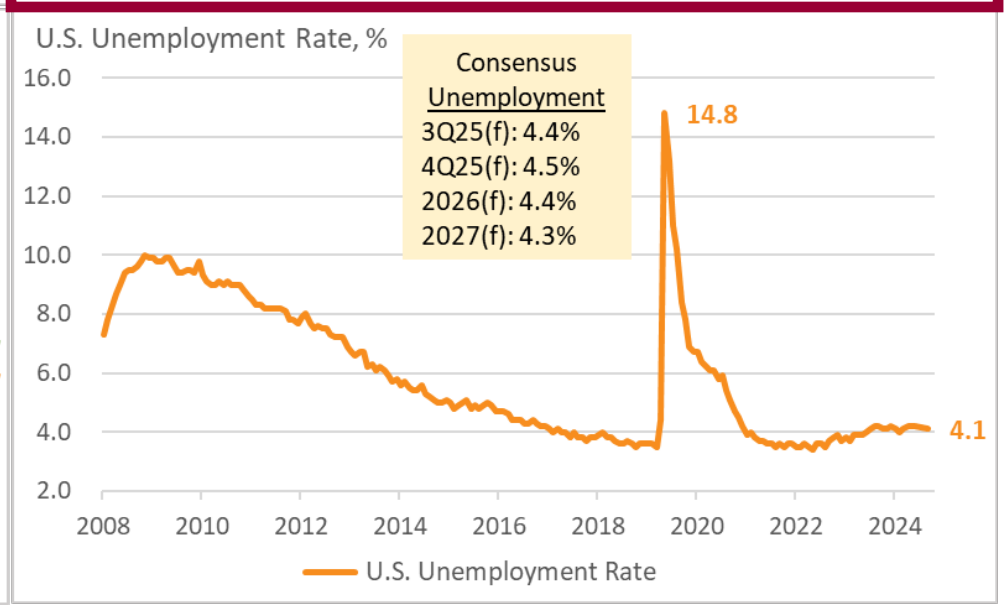
Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

U.S. Economic Review









BEACON POINTE

As of July 16, 2025. *Source: Bloomberg, Beacon Pointe.*

SOURCE: Beacon Pointe, Bloomberg LLC Macro Intro

Powered by BoardOnTrack

Pointe of View

Secular Theme: *"Financial Repression"*

Cyclical Theme: *"A whiff of stagflation"*

"Financial Repression" [1] remains our primary secular thesis. The U.S. budget deficit and the national debt are significant issues, but only sovereign analysts, economists, and the media are focused on it, with little serious attention paid by politicians. The bond market, however, has begun to take notice. Dealing with the debt may only become a priority if market demand for U.S. Treasury securities wanes.

While chaotic tariff announcements have shaken confidence, the U.S. economy has demonstrated resilience. The 'One Big Beautiful Bill' Act (OB3) enacts pro-growth policies such as deregulation, accelerated depreciation, and greater tax rate certainty, providing further support. A temporary uptick in inflation is likely, but the Fed stands ready to navigate any price increases and a softening labor market, prioritizing economic growth if tariff-induced inflation proves short-lived.

Fed policy is poised to remain on hold as central bankers evaluate the tariff cross-currents. A "soft landing" has been replaced with an uncertain economic outlook that may see a "whiff of stagflation." The durability of chaotic tariff policy will ultimately determine the impact on the economy and markets. There is some evidence to suggest at least a short-term decline in demand for U.S. dollar-denominated assets as investors wrestle with an increasing U.S. risk premium.

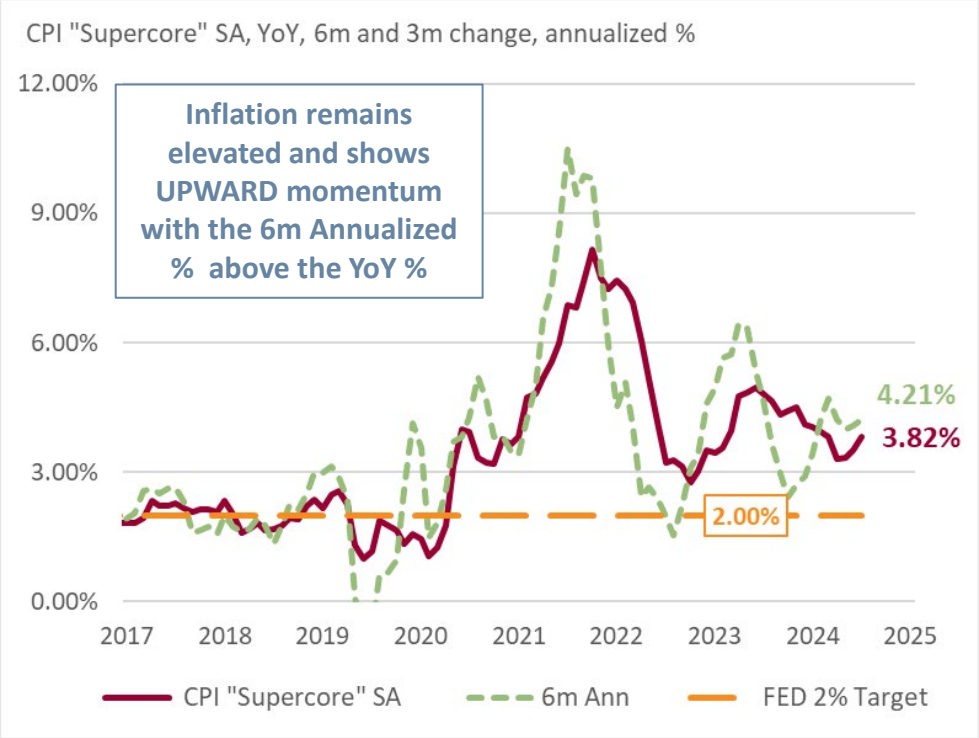
We remain "risk on." While valuations appear a little stretched in some areas of the market, there are opportunities for selective risk-taking. Relative valuations favor maintaining our overweight allocation to U.S. Large Cap Value over U.S. Large Cap Growth, and an overweight to U.S. and International equities. Fixed Income yields are attractive, but we remain Underweight to fund our "risk on" posture. We continue to like alternatives given higher expected returns and the ability to reduce volatility.

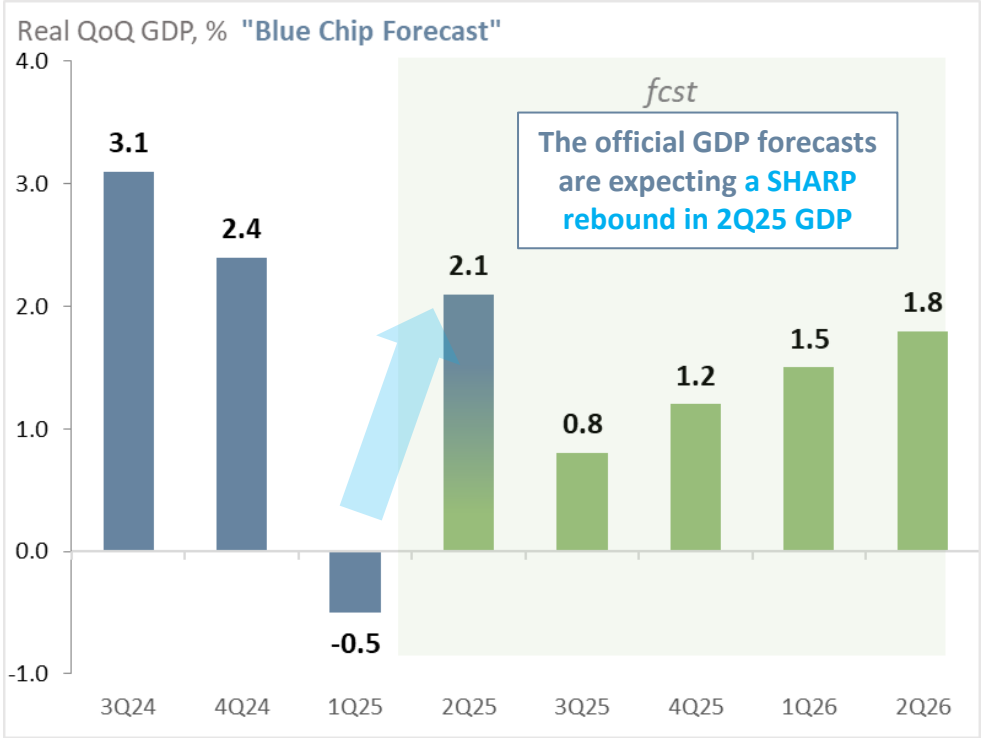
BEACON POINTE

Source: Beacon Pointe As of July 18, 2025. [1] For more information on Financial Repression, see "Investing in the Age of Financial Repression", https://beaconpointe.com/investing-in-the-age-of-financial-repression/, July 2020. Financial Repression is characterized by government policies that produce historically low *NOMINAL* interest rates and higher inflation = negative *REAL* rates

Powered by BoardOnTrack

U.S. Cyclical Outlook: "A whiff of stagflation"





- The Fed is focused on "Supercore" inflation, or service prices minus food, energy, and housing. Supercore inflation remains elevated and has recently shown a cyclical uptick. This is concerning for the Fed's rate cut efforts because this is considered one of the stickiest measures of inflation.
- Uncertainty around tariff policy and the potential effects on inflation dynamics has put the rate cut cycle on hold.
- 2Q 2025 Real GDP estimates have been revised higher due to the counter effect of 1Q 2025 tariff front running, which drove a spike in imports. Current projections anticipate a gradual recovery as global economic uncertainty begins to ease.

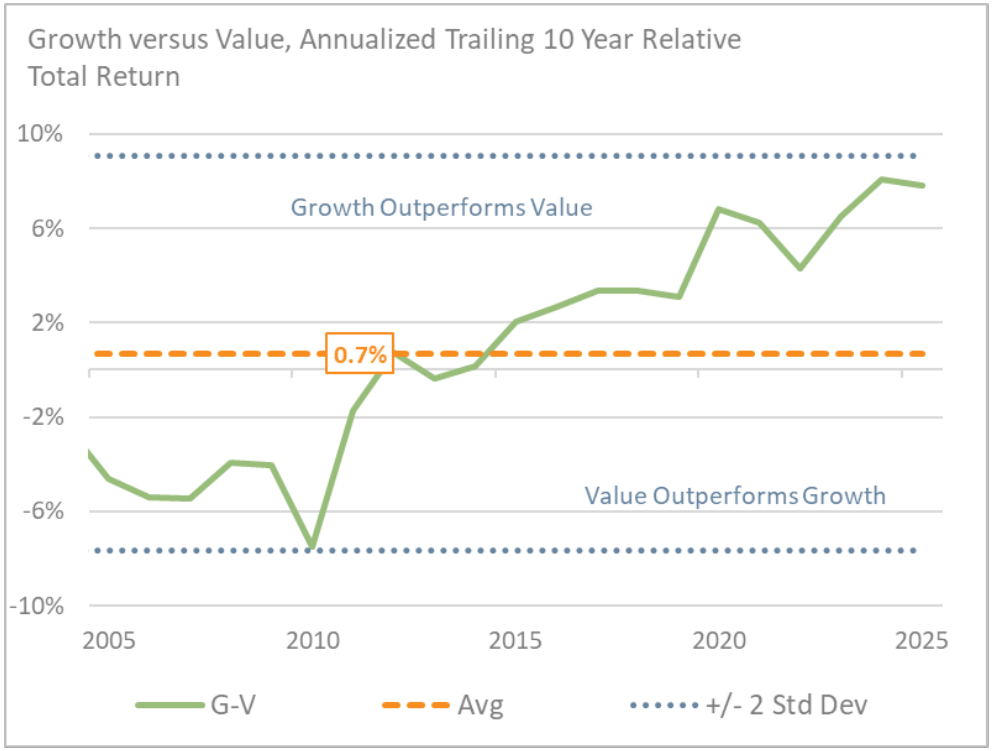
BEACON POINTE

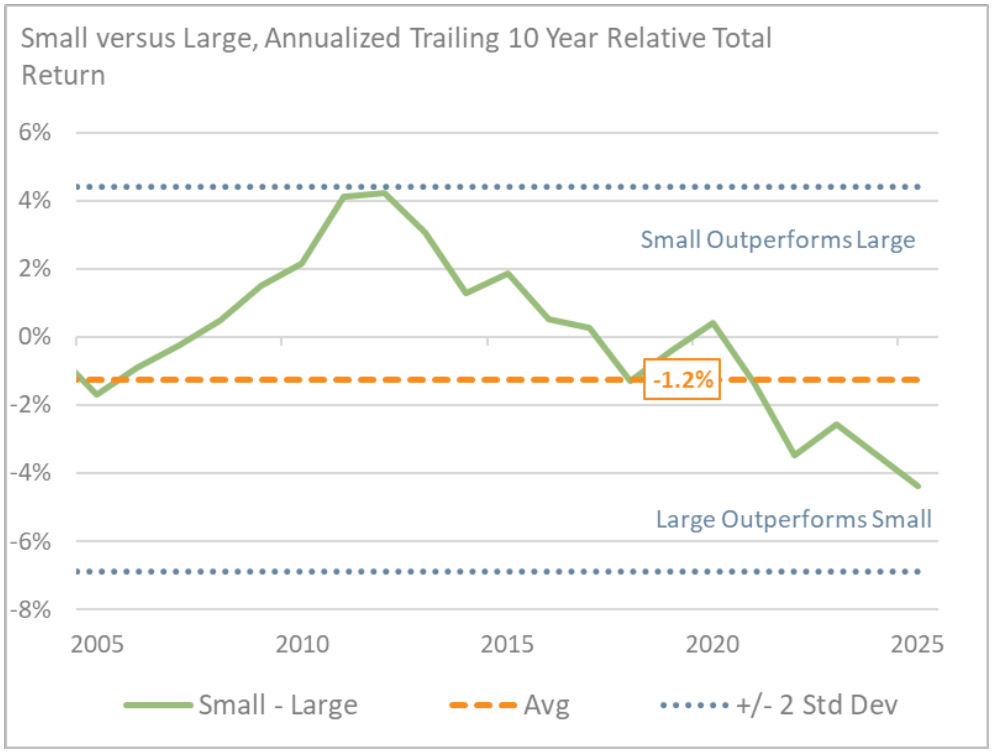
Source: Beacon Pointe, Bloomberg. Data as of July 15, 2025.

Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

Powered by BoardOnTrack

Size – Growth Outperforms Value, Small-Cap Underperforms





- The Russell 1000 Growth index is up 17.8% over the past three months, outperforming the Russell 1000 Value (up 3.8%) by 14.0%.
- Value remains cheap versus Growth based on rolling 10-year relative performance. The relative total return is almost two standard deviations higher than the long-term average.
- The Russell 2000 (Small-Cap Index) is up 8.5% over the past twelve months, underperforming the Russell 1000 (up 11.0%) by 2.5%.
- The Russell 1000 has outperformed the Russell 2000 on average by 1.2% over the past 30 years of rolling 10-year periods. Small-Cap equities remain undervalued relative to Large-Cap.

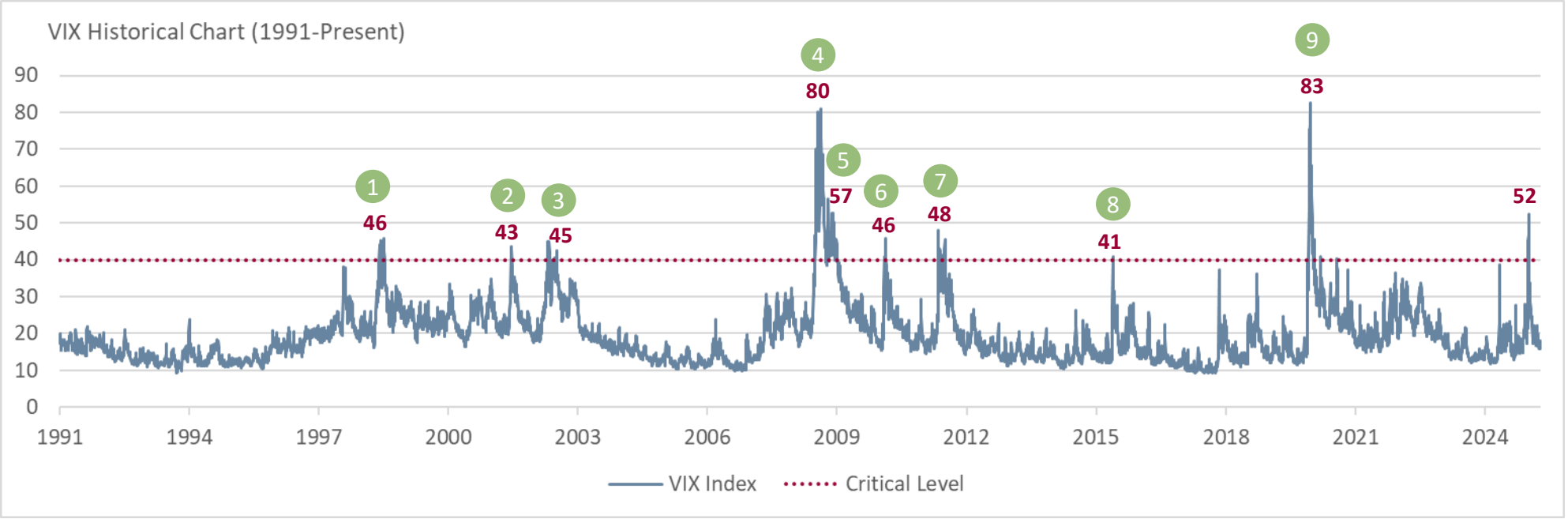
BEACON POINTE

Source: Morningstar. Data as of June 30, 2025.

Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

Powered by BoardOnTrack

Volatility Creates Opportunities



How has the **S&P 500** performed after the VIX breaches **40**:

Reference	Event	Start Date	3m	6m	12m	18m	24m	36m
1	Russia defaults on its debt	8/31/1998	22.0%	30.3%	39.8%	45.6%	62.6%	23.0%
2	9/11 terrorist attack	9/17/2001	9.6%	13.1%	-14.6%	-14.9%	2.1%	13.7%
3	Dot Com crash (Enron, Worldcom)	7/22/2002	9.1%	8.1%	22.7%	43.4%	38.6%	58.7%
4	Global Financial Crisis - Lehman collapse	9/29/2008	-20.8%	-25.1%	-1.5%	10.0%	8.4%	9.3%
5	Global Financial Crisis - (700k job losses)	1/7/2009	-9.4%	-1.6%	29.0%	21.0%	46.5%	50.3%
6	Flash Crash	5/7/2010	1.5%	11.5%	23.1%	17.0%	28.5%	56.0%
7	S&P downgrades US credit rating	8/8/2011	14.7%	22.0%	28.1%	40.3%	58.6%	84.2%
8	China slowdown, PBOC devalues Yuan	8/24/2015	11.0%	3.1%	17.5%	29.2%	34.5%	61.5%
9	Covid-19 Pandemic	2/28/2020	3.1%	19.9%	31.3%	56.4%	52.8%	41.0%
	Average		**4.5%**	**9.0%**	**19.5%**	**27.6%**	**37.0%**	**44.2%**
10	Liberation Day "Trump Tarrifs"	4/4/2025	24.1%	?	?	?	?	?

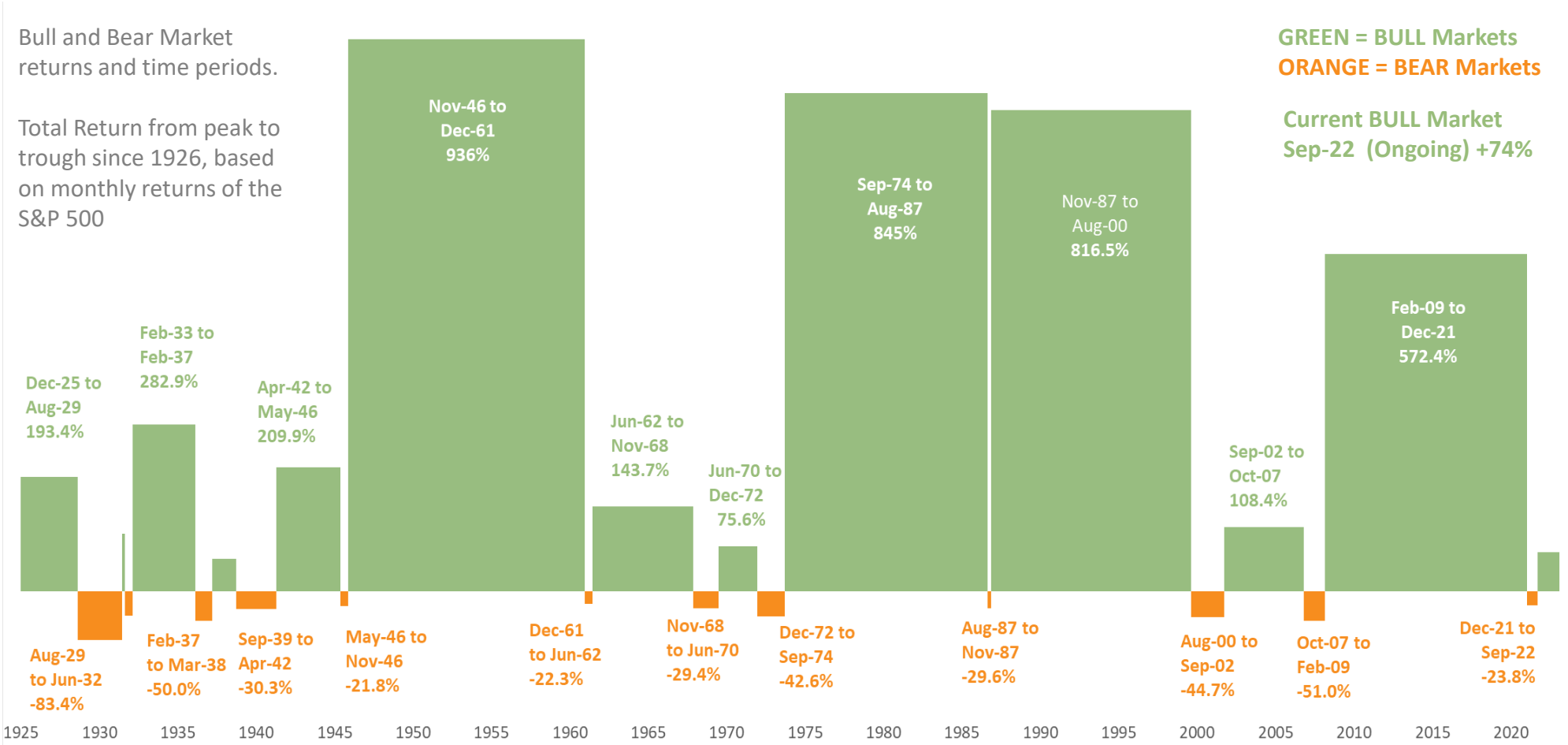
BEACON POINTE

Source: Beacon Pointe, Refinitiv Workspace Data as of July 16, 2025.

Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

Powered by BoardOnTrack

Bull Markets Build Wealth



- Bull markets build wealth. Bear markets are a temporary phenomena.
- It is not possible to time the market performance. Invest through the cycle.
- We recently approached bear market territory (-18.7% in 34 days) and it took just 55 days to get back to a new all-time high.
- We remain in a bull market that started in September 2022 (+74%).

BEACON POINTE

Source: Beacon Pointe, Bloomberg. Data as of July 16, 2025.

Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

Powered by BoardOnTrack

El Camino Real High School

As of June 30, 2025

Major Benchmark Returns

	Quarter	YTD	1 Yr	3 Yrs	5 Yrs	10 Yrs
US Equity						
S&P 500 Index	10.9	6.2	15.2	19.7	16.6	13.6
Russell 1000 Index	11.1	6.1	15.7	19.6	16.3	13.4
Russell 1000 Growth Index	17.8	6.1	17.2	25.8	18.1	17.0
Russell 1000 Value Index	3.8	6.0	13.7	12.8	13.9	9.2
Russell Midcap Index	8.5	4.8	15.2	14.3	13.1	9.9
Russell 2000 Index	8.5	-1.8	7.7	10.0	10.0	7.1
Russell 2000 Growth Index	12.0	-0.5	9.7	12.4	7.4	7.1
Russell 2000 Value Index	5.0	-3.2	5.5	7.5	12.5	6.7
Russell 3000 Index	11.0	5.8	15.3	19.1	16.0	13.0
International Equity						
MSCI AC World Index	11.7	10.3	16.7	17.9	14.2	10.5
MSCI ACWI ex USA Equal-Weighted Index	11.5	15.1	19.0	8.1	7.1	4.6
MSCI EAFE (Net)	11.8	19.4	17.7	16.0	11.2	6.5
Fixed Income						
90 Day U.S. Treasury Bill	1.0	2.1	4.7	4.6	2.8	2.0
Blmbg. U.S. Aggregate Index	1.2	4.0	6.1	2.5	-0.7	1.8
Blmbg. U.S. Government Index	0.9	3.8	5.3	1.6	-1.5	1.2
Real Estate						
FTSE NAREIT All REITs Index	-1.1	1.7	8.5	3.2	6.6	6.3
NCREIF Property Index	1.2	2.5	4.2	-2.8	3.7	5.2
Inflation						
CPI - All Urban Consumers (Unadjusted)	0.9	2.2	2.7	2.9	4.6	3.1

El Camino Real OPEB-Total Composite

Total Composite
As of June 30, 2025

	Allocation		Performance (%)								
	Market Value $	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs		Inception	Inception Date
Total Composite	**33,375,909**	**100.0**	**6.9**	**6.8**	**11.0**	**11.5**	**-**	**-**	**-**	**3.7**	**Sep-21**
Policy Index			*7.3*	*7.7*	*12.1*	*11.3*	*-*	*-*	*-*	*4.1*	*Sep-21*
Total Equity	**18,990,611**	**56.9**	**10.1**	**8.5**	**13.4**	**16.4**	**-**	**-**	**-**	**5.7**	**Sep-21**
MSCI AC World Index (Net)			*11.5*	*10.0*	*16.2*	*17.3*	*13.7*	*10.8*		*7.5*	*Sep-21*
Total Domestic Equity	**12,709,823**	**38.1**	**10.3**	**6.0**	**13.5**	**17.8**	**-**	**-**	**-**	**6.9**	**Sep-21**
Russell 3000 Index			*11.0*	*5.8*	*15.3*	*19.1*	*16.0*	*13.6*		*9.0*	*Sep-21*
Total International Equity	**6,280,788**	**18.8**	**9.7**	**14.2**	**13.2**	**14.4**	**-**	**-**	**-**	**3.8**	**Sep-21**
MSCI AC World ex USA (Net)			*12.0*	*17.9*	*17.7*	*14.0*	*10.1*	*6.6*		*4.7*	*Sep-21*
Total Fixed	**9,156,842**	**27.4**	**1.2**	**4.0**	**6.1**	**3.7**	**-**	**-**	**-**	**-0.1**	**Sep-21**
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*1.8*		*-1.1*	*Sep-21*
Total Alternatives	**4,972,766**	**14.9**	**4.0**	**4.1**	**9.9**	**9.3**	**-**	**-**	**-**	**3.7**	**Sep-21**
Custom Alts Index			*6.7*	*6.9*	*13.7*	*10.2*	*-*	*-*		*4.1*	*Sep-21*
Total Cash	**255,690**	**0.8**	**1.5**	**2.7**	**5.2**	**4.7**	**-**	**-**	**-**	**3.7**	**Sep-21**
90 Day U.S. Treasury Bill			*1.0*	*2.1*	*4.7*	*4.6*	*2.8*	*2.5*		*3.6*	*Sep-21*

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	12,709,823	38.1	35.0	20.0 - 50.0	3.1	Yes
International Equity	6,280,788	18.8	20.0	10.0 - 30.0	-1.2	Yes
Fixed Income	9,156,842	27.4	30.0	20.0 - 50.0	-2.6	Yes
Alternatives	4,972,766	14.9	15.0	0.0 - 25.0	-0.1	Yes
Cash	255,690	0.8	0.0	0.0 - 10.0	0.8	Yes
Total	33,375,909	100.0	100.0		0.0	

El Camino Real OPEB-Total Composite

Total Portfolio

As of June 30, 2025

	Allocation		Performance (%)								
	Market Value $	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs		Inception	Inception Date
Total Composite	**33,375,909**	**100.0**	**6.9**	**6.8**	**11.0**	**11.5**	**-**	**-**	**-**	**3.7**	**Sep-21**
Policy Index			*7.3*	*7.7*	*12.1*	*11.3*	*-*	*-*	*-*	*4.1*	
Total Equity	**18,990,611**	**56.9**	**10.1**	**8.5**	**13.4**	**16.4**		**-**	**-**	**5.7**	**Sep-21**
MSCI AC World Index (Net)			*11.5*	*10.0*	*16.2*	*17.3*	*13.7*	*-10.8*		*7.5*	
Total Domestic Equity	**12,709,823**	**38.1**	**10.3**	**6.0**	**13.5**	**17.8**		**-**	**-**	**6.9**	**Sep-21**
Russell 3000 Index			*11.0*	*5.8*	*15.3*	*19.1*	*16.0*	*-13.6*		*9.0*	
Fiduciary Management: Large Cap Instl	2,675,796	8.0	4.6	5.9	8.2	14.5	-	-	-	7.2	Sep-21
Russell 1000 Value Index			*3.8*	*6.0*	*13.7*	*12.8*	*13.9*	*9.6*		*7.1*	
Schwab US Large Cap Value Index	1,150,278	3.4	3.8	6.0	13.7	-	-	-	-	12.8	Nov-22
Russell 1000 Value Index			*3.8*	*6.0*	*13.7*	*12.8*	*13.9*	*9.6*		*12.8*	
Vanguard S&P 500 ETF	4,992,416	15.0	10.9	6.1	15.0	19.6	-	-	-	10.2	Sep-21
S&P 500 Index			*10.9*	*6.2*	*15.2*	*19.7*	*16.6*	*14.4*		*10.2*	
Schwab US Large Cap Growth Index	2,723,843	8.2	17.8	6.1	17.2	-	-	-	-	28.4	Nov-22
Russell 1000 Growth Index			*17.8*	*6.1*	*17.2*	*25.8*	*18.1*	*17.9*		*28.4*	
Virtus Kar Mid Cap Core I	1,167,491	3.5	6.2	2.6	7.1	-	-	-	-	10.2	Dec-23
CRSP U.S. Mid Cap TR Index			*8.7*	*7.0*	*17.6*	*14.3*	*13.0*	*10.3*		*19.2*	
Total International Equity	**6,280,788**	**18.8**	**9.7**	**14.2**	**13.2**	**14.4**		**-**	**-**	**3.8**	**Sep-21**
MSCI AC World ex USA (Net)			*12.0*	*17.9*	*17.7*	*14.0*	*10.1*	*-6.6*		*4.7*	
Artisan International Value Instl	2,667,390	8.0	6.0	11.9	12.5	16.3	-	-	-	8.8	Sep-21
MSCI EAFE Value Index (Net)			*10.1*	*22.8*	*24.2*	*18.4*	*14.3*	*7.3*		*10.1*	
American Europacific F3	2,631,692	7.9	13.2	16.2	13.8	13.5	-	-	-	1.0	Sep-21
MSCI EAFE Growth Index (Net)			*13.5*	*16.0*	*11.4*	*13.6*	*7.9*	*6.8*		*1.8*	

El Camino Real OPEB-Total Composite

Total Portfolio

As of June 30, 2025

	Allocation		Performance (%)								
	Market Value $	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs		Inception	Inception Date
Lazard Emerging Markets Eq Advantage	981,706	2.9	12.8	16.2	16.4	-	-	-	-	18.5	Oct-22
MSCI Emerging Markets (Net)			*12.0*	*15.3*	*15.3*	*9.7*	*6.8*	*4.5*		*15.7*	
Total Fixed	**9,156,842**	**27.4**	**1.2**	**4.0**	**6.1**	**3.7**		**-**	**-**	**-0.1**	**Sep-21**
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*-1.8*		*-1.1*	
PGIM Total Return Bond	4,571,424	13.7	1.3	-	-	-	-	-	-	2.2	Feb-25
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*1.8*		*3.5*	
Dodge & Cox Income	4,585,418	13.7	1.4	4.3	6.5	4.3	-	-	-	0.4	Sep-21
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*1.8*		*-1.1*	
Total Alternatives	**4,972,766**	**14.9**	**4.0**	**4.1**	**9.9**	**9.3**	**-**	**-**	**-**	**3.7**	**Sep-21**
Custom Alts Index			*6.7*	*6.9*	*13.7*	*10.2*	-	-	-	*4.1*	
Swan Hedged Equity US ETF	1,699,050	5.1	7.3	4.9	11.0	11.9	-	-	-	6.5	Sep-21
60% S&P 500 / 40% Bloomberg US Aggregate			*7.0*	*5.5*	*11.6*	*12.7*	*9.6*	*9.5*		*5.8*	
PGIM Global Real Estate Fund	647,861	1.9	5.4	6.4	11.9	5.2	-	-	-	-1.6	Sep-21
FTSE EPRA/NAREIT Developed Index			*4.7*	*6.7*	*12.4*	*4.6*	*6.1*	*3.1*		*-1.4*	
Cliffwater Corporate Lending	1,709,225	5.1	2.3	4.5	10.3	-	-	-	-	11.3	Mar-24
Morningstar LSTA U.S. Leveraged Loan			*2.3*	*2.8*	*7.3*	*9.7*	*7.5*	*5.6*		*7.6*	
Apollo Diversified Real Estate Fund	916,629	2.7	0.4	0.3	5.8	-	-	-	-	4.7	Mar-24
NCREIF National Property Index (3 month lag)			*1.2*	*2.1*	*2.7*	*-2.1*	*3.2*	*4.0*		*-1.1*	
Total Cash	**255,690**	**0.8**	**1.5**	**2.7**	**5.2**	**4.7**		**-**	**-**	**3.7**	**Sep-21**
90 Day U.S. Treasury Bill			*1.0*	*2.1*	*4.7*	*4.6*	*2.8*	*-2.5*		*3.6*	

El Camino Real OPEB-Total Composite

As of June 30, 2025

Benchmark History

From Date	To Date	Benchmark
Total Composite		
09/01/2021	Present	40.00% Blmbg. U.S. Aggregate Index, 60.00% MSCI AC World Index (Net)
Custom Alts Index		
09/01/2021	Present	32.00% FTSE EPRA/NAREIT Developed Index, 11.00% S&P Global Infrastructure, 57.00% 60% S&P 500 / 40% Bloomberg US Aggregate

El Camino Real GA-Total Composite

Total Composite
As of June 30, 2025

	Allocation		Performance (%)								
	Market Value $	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs		Inception	Inception Date
Total Composite	**7,313,935**	**100.0**	**4.2**	**5.4**	**8.6**	**7.5**	**-**	**-**	**-**	**2.4**	**Aug-21**
Policy Index			*4.3*	*5.9*	*9.1*	*6.9*	*-*	*-*	*-*	*1.7*	*Aug-21*
Total Equity	**2,136,340**	**29.2**	**10.2**	**8.4**	**13.7**	**17.1**	**-**	**-**	**-**	**7.2**	**Aug-21**
MSCI AC World Index (Net)			*11.5*	*10.0*	*16.2*	*17.3*	*13.7*	*10.8*		*8.0*	*Aug-21*
Total Domestic Equity	**1,561,282**	**21.3**	**10.3**	**6.8**	**14.0**	**18.0**	**-**	**-**	**-**	**7.8**	**Aug-21**
Russell 3000 Index			*11.0*	*5.8*	*15.3*	*19.1*	*16.0*	*13.6*		*9.6*	*Aug-21*
Total International Equity	**575,058**	**7.9**	**9.7**	**14.3**	**13.5**	**15.2**	**-**	**-**	**-**	**5.7**	**Aug-21**
MSCI AC World ex USA (Net)			*12.0*	*17.9*	*17.7*	*14.0*	*10.1*	*6.6*		*5.1*	*Aug-21*
Total Fixed	**4,787,973**	**65.5**	**1.3**	**3.9**	**6.1**	**3.6**	**-**	**-**	**-**	**0.2**	**Aug-21**
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*1.8*		*-1.1*	*Aug-21*
Total Alternatives	**360,208**	**4.9**	**7.3**	**4.8**	**10.5**	**9.7**	**-**	**-**		**4.0**	**Aug-21**
Custom Alts Index			*7.0*	*5.5*	*11.6*	*12.7*	*-*	*-*	*-*	*6.1*	*Aug-21*
Total Cash	**29,414**	**0.4**	**2.7**	**4.1**	**7.0**	**5.4**	**-**	**-**	**-**	**4.1**	**Aug-21**
90 Day U.S. Treasury Bill			*1.0*	*2.1*	*4.7*	*4.6*	*2.8*	*2.5*		*3.5*	*Aug-21*

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	1,561,282	21.3	20.0	10.0 - 30.0	1.3	Yes
International Equity	575,058	7.9	5.0	0.0 - 15.0	2.9	Yes
Fixed Income	4,787,973	65.5	70.0	50.0 - 90.0	-4.5	Yes
Alternatives	360,208	4.9	5.0	0.0 - 15.0	-0.1	Yes
Cash	29,414	0.4	0.0	0.0 - 20.0	0.4	Yes
Total	7,313,935	100.0	100.0		0.0	

El Camino Real GA-Total Composite

Total Portfolio

As of June 30, 2025

	Allocation		Performance (%)								
	Market Value $	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs		Inception	Inception Date
Total Composite	**7,313,935**	**100.0**	**4.2**	**5.4**	**8.6**	**7.5**	**-**	**-**	**-**	**2.4**	**Aug-21**
Policy Index			*4.3*	*5.9*	*9.1*	*6.9*	*-*	*-*	*-*	*1.7*	
Total Equity	**2,136,340**	**29.2**	**10.2**	**8.4**	**13.7**	**17.1**		**-**	**-**	**7.2**	**Aug-21**
MSCI AC World Index (Net)			*11.5*	*10.0*	*16.2*	*17.3*	*13.7*	*-10.8*		*8.0*	
Total Domestic Equity	**1,561,282**	**21.3**	**10.3**	**6.8**	**14.0**	**18.0**		**-**	**-**	**7.8**	**Aug-21**
Russell 3000 Index			*11.0*	*5.8*	*15.3*	*19.1*	*16.0*	*-13.6*		*9.6*	
Fiduciary Management: Large Cap	336,857	4.6	4.4	5.6	7.9	14.4	-	-	-	7.4	Aug-21
Russell 1000 Value Index			*3.8*	*6.0*	*13.7*	*12.8*	*13.9*	*9.6*		*7.5*	
Schwab Large Cap Value	143,240	2.0	3.8	6.0	13.7	-	-	-	-	13.8	Apr-23
Russell 3000 Value Index			*3.8*	*5.5*	*13.3*	*12.5*	*13.9*	*9.3*		*13.6*	
Vanguard S&P 500 ETF	666,299	9.1	10.9	6.1	15.0	19.6	-	-	-	10.8	Aug-21
S&P 500			*10.9*	*6.2*	*15.2*	*19.7*	*16.6*	*14.4*		*10.9*	
Schwab US Large Cap Growth Index	414,885	5.7	17.8	6.1	17.2	-	-	-	-	28.4	Nov-22
Russell 1000 Growth Index			*17.8*	*6.1*	*17.2*	*25.8*	*18.1*	*17.9*		*28.4*	
Total International Equity	**575,058**	**7.9**	**9.7**	**14.3**	**13.5**	**15.2**		**-**	**-**	**5.7**	**Aug-21**
MSCI AC World ex USA (Net)			*12.0*	*17.9*	*17.7*	*14.0*	*10.1*	*-6.6*		*5.1*	
Artisan International Value Instl	284,558	3.9	6.0	11.9	12.5	16.3	-	-	-	8.7	Aug-21
MSCI EAFE Value Index (Net)			*10.1*	*22.8*	*24.2*	*18.4*	*14.3*	*7.3*		*10.2*	
American Funds Europacific Growth	290,501	4.0	13.2	16.2	13.8	13.5	-	-	-	1.8	Aug-21
MSCI EAFE Growth Index (Net)			*13.5*	*16.0*	*11.4*	*13.6*	*7.9*	*6.8*		*2.4*	
Total Fixed	**4,787,973**	**65.5**	**1.3**	**3.9**	**6.1**	**3.6**		**-**	**-**	**0.2**	**Aug-21**
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*-1.8*		*-1.1*	

El Camino Real GA-Total Composite

Total Portfolio

As of June 30, 2025

	Allocation		Performance (%)								
	Market Value $	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs		Inception	Inception Date
Dodge & Cox Income	1,886,295	25.8	1.4	4.3	6.5	4.3	-	-	-	0.3	Aug-21
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*1.8*		*-1.1*	
PGIM Total Return Bond	1,882,107	25.7	1.3	-	-	-	-	-	-	2.2	Feb-25
Blmbg. U.S. Aggregate Index			*1.2*	*4.0*	*6.1*	*2.5*	*-0.7*	*1.8*		*3.5*	
PIMCO Low Duration	1,019,571	13.9	1.3	3.0	6.2	4.0	-	-	-	1.7	Aug-21
Bloomberg U.S. Government 1-3 Year Index			*1.2*	*2.8*	*5.7*	*3.4*	*1.3*	*2.1*		*1.7*	
Total Alternatives	**360,208**	**4.9**	**7.3**	**4.8**	**10.5**	**9.7**	**-**	**-**	**-**	**4.0**	**Aug-21**
Custom Alts Index			*7.0*	*5.5*	*11.6*	*12.7*	-	-	-	*6.1*	
Swan Hedged Equity US ETF	360,208	4.9	7.3	4.9	11.0	11.9	-	-	-	6.9	Aug-21
60% S&P 500 / 40% Bloomberg US Aggregate			*7.0*	*5.5*	*11.6*	*12.7*	*9.6*	*9.5*		*6.1*	
Total Cash	**29,414**	**0.4**	**2.7**	**4.1**	**7.0**	**5.4**		**-**	**-**	**4.1**	**Aug-21**
90 Day U.S. Treasury Bill			*1.0*	*2.1*	*4.7*	*4.6*	*2.8*	*-2.5*		*3.5*	
FIRST AM US TREAS MM CL Z	29,414	0.4	2.7	4.1	7.0	5.4	-	-	-	4.1	Aug-21
90 Day U.S. Treasury Bill			*1.0*	*2.1*	*4.7*	*4.6*	*2.8*	*2.5*		*3.5*	

El Camino Real GA-Total Composite

As of June 30, 2025

Benchmark History

From Date	To Date	Benchmark
Total Composite		
08/01/2021	Present	70.00% Blmbg. U.S. Aggregate Index, 30.00% MSCI AC World Index (Net)
Custom Alts Index		
08/01/2021	Present	100.00% 60% S&P 500 / 40% Bloomberg US Aggregate

Performance Disclosures

General Disclosure: This information is confidential and proprietary and may not be reproduced or used for any reason other than the purposes expressed by Beacon Pointe Advisors, LLC ("BPA") without the prior written consent of BPA.

Performance Disclosure: Past performance is not indicative of future results. Therefore, no current or prospective client should assume that the future performance of any specific investment or investment strategy (including the investments and/or investment strategies recommended by the advisor) will be profitable or equal to past performance levels. All investment strategies have the potential to profit or loss. Changes in investment strategies, contributions, or withdrawals may materially alter the performance and results of your portfolio. Performance includes the reinvestment of all income and dividends and is net of investment manager fees. The composite performance is **gross of BPA fees**. Valuations and returns are stated in U.S. dollars. BPA's fee schedule is disclosed in the client's signed agreement, and the individual subadvisor's fee schedules are disclosed in their Form ADV Part 2. Upon request, BPA will provide clients copies of the BP agreement and the subadvisor's Form ADV Part 2.

Risks: An investment in the strategy presented herein has risks, including losing some or all of the invested capital. Asset allocation, diversification, and rebalancing do not ensure a profit or protect against loss in declining markets. No guarantee or representation is made that the described strategy will be successful, and investment results may vary substantially over time. Carefully consider the risks and suitability of the described strategy.

No Independent Verification: BPA has exercised all reasonable professional care in preparing the information. However, BPA has not independently verified or attested to the accuracy or authenticity of the information, including any investment performance measurement.

Indices: Indices are not available for direct investment and do not reflect the deduction of any fees. Performance for blended benchmarks is calculated based on allocations rebalanced back to the stated targets every quarter and are not adjusted for transaction costs or management fees, the incurrence of which would decrease historical performance results. Economic factors, market conditions, and investment strategies will affect the performance of any portfolio, and there are no assurances that it will match or outperform any particular benchmark.

Performance Disclosures

Definitions

Alpha: A measure of risk-adjusted return. Alpha measures the difference between a portfolio's actual returns and its expected performance, given its level of risk. Theoretically, a higher risk should equate to a higher return. A positive alpha means the fund has generated excess returns. A negative alpha indicates that the fund has failed to match expected performance given its level of risk. If two managers have the same return, but one has a lower beta, that manager should have a higher alpha.

Annualized Return: The average amount of money earned for an investment each year over a given time period. An annualized total return provides only a snapshot of an investment's performance and does not indicate investors any indication of its volatility. Annualized total return merely provides a geometric average rather than an arithmetic average.

Beta: Beta represents the systematic risk of a portfolio and measures its sensitivity to a benchmark. A portfolio with a beta of one is as risky as the benchmark and should therefore provide excess returns equal to those of the market benchmark during both up and down periods. A portfolio with a beta of two should move approximately twice as much as the benchmark.

Cumulative Return: The aggregate amount that an investment has gained or lost over time independent of the period involved. Presented as a percentage, the cumulative return is the raw mathematical return of the following calculation: (Current Price of Security – Original Price of Security) ÷ Original Price of Security.

Excess Returns: Excess return represents the difference between the returns of two portfolios. In a practical application, excess return provides a measure of the difference between a manager's return and the return of a benchmark for that manager. In the context of a beta, benchmark excess return refers to the difference between a manager or market benchmark and T-Bills. A positive excess return implies that the manager outperformed the benchmark.

Maximum Drawdown: A risk metric indicating capital preservation. The maximum ratio often measures the peak to trough loss of investment.

Sharpe Ratio: represents the added value over the risk free rate per unit of volatility risk.

Standard Deviation: Tools to gauge variation or dispersion exists from the average (mean) or expected value. The more spread apart the data points are, the greater the deviation. In Finance, standard deviation is applied to the annual rate of return of an investment to measure the investment's volatility.

Up/down Capture: The up and down capture is a measure of how well a manager could replicate or improve on phases of positive benchmark returns and how well the manager has affected phases of negative benchmark returns.

Glossar□ of □n□ices

Bloomberg US Aggregate: □□e in□ex measures □□e □erformance of □□e U□□ in□es□men□□ra□e □on□ marke□□□□e in□ex in□es□s in a □i□e s□ec□rum of □u□lic in□es□men□□□ra□e □axa□le fixe□ income securi□ies in □□e Uni□e□ □a□es – inclu□in□ □o□ernmen□□ cor□ora□e mor□□a□e□□acke□□an□ asse□□□acke□ securi□ies□

Bloomberg Intermediate US Government/Credit Bond Index: □□e in□ex is a □roa□□□ase□ fla□s□i□ □enc□mark □□a□ measures □□e non□securi□ize□ com□onen□ of □□e U□ A□□re□a□e □n□ex □i□□ less □□an □□ □ears □o ma□uri□□□□e in□ex inclu□es in□es□men□□ra□e□U□ □ollar□enomina□e□□fixe□ ra□e □reasuries□□o□ernmen□□rela□e□ an□ cor□ora□e securi□ies□

ICE BofA 1-10Y US Muni Index: □□e in□ex □racks □□e □erformance of U□□□□ollar □enomina□e□ in□es□men□□ra□e □a□exem□□□e□□□ i□□ less □□an □□ □ears □o ma□uri□□□a□are □u□lic□ issue□ □□ U□□□s□a□es an□ □□rri□ories□an□ □□eir □oli□ical su□□i□isions□in □□e U□□□omes□ic marke□□

Bloomberg 1-10 Year Managed Money (MM) Index: A su□se□of □□e □loom□er□ Muni□i□al Mana□e□ Mone□ □n□ex□re□resen□in□ □on□s □i□□ one □o □en □ears □o ma□uri□□□□e □loom□er Muni□i□al Mana□e□ Mone□ □n□ex is a rules□□ase□□mark□□□alue □ei□□□e□ en□ineere□ for □□e □a□exem□□□on□ marke□□All □on□s in □□e □a□ional Muni□i□al □on□ □n□ex mus□□e ra□e□ Aa□□AA□ or □i□□er □□ a□leas□□□o of □□e follo□in□ s□a□is□i□al ra□in□s a□encies□Moo□□s□□&P an□ Fi□□

ICE BofAML 3-Month T-Bill Index□□□e in□ex is an unmana□e□ in□ex □□a□ measures re□urns of □□ree□mon□□ □reasu□□ills□

Bloomberg US Corporate High Yield Bond Index: Measures □□e U□D□□enomina□e□□□i□□ □iel□□fixe□ ra□e cor□ora□e □on□ marke□□□ecuri□ies are classifie□ as □i□□ □iel□ if □□e mi□□le ra□in□ of Moo□□s□Fi□c an□ □&P is □a□□□□+□□□+ or □elo□□□on□s from issuers □i□□ an emer□in□ marke□s coun□ of risk□□ase□ on □arcla□s EM coun□r□□efini□ion□are ex□clu□e□□

Bloomberg Global High Yield Index: □□e □n□ex is a mul□i□currenc□ fla□s□i□ measure of □□e □lo□al □i□□ □iel□ □e□□marke□□□□e in□ex re□resen□s □□e union of □□e U□ Hi□□ Yiel□□□□e Pan□Euro□ean Hi□□ Yiel□□an□ Emer□in□ Marke□s □EM□Har□ □urrenc□ Hi□□ Yiel□ □n□ices□□□e i□□ □iel□ an□ emer□in□ marke□s su□□com□onen□s are mu□uall□ ex□clusi□e□

Bloomberg Municipal Bond Index: a □roa□□□ase□ □enc□mark □□a□ measures □□e in□es□men□□ra□e□U□ □ollar□enomina□e□□fixe□ □ax□exem□□□on□ marke□□□□e in□ex inclu□es s□a□e an□ local □eneral o□li□a□ion□re□enue□insure□□an□ □re□refun□e□ □on□s□□□e Muni□i□al □n□ex □as ince□□e□ in Januar□□□8□□

FTSE World Government Bond Index (WGBI): Measures □□e □erformance of fixe□ ra□e□local currenc□□in□es□men□□□ra□e so□erei□n □on□s□□□e □ G□□ is a □i□el□ use□ □enc□mark □□a□ curren□□ inclu□es so□erei□n □e□□from o□er □□ coun□ries□□enomina□e□ in a □arie□□ of currencies□an□ □as more □□an □□ □ears of □is□or□ a□aila□le□□□e □ G□□□ro□i□es a □roa□ □enc□mark for □□e □lo□al so□erei□n fixe□ income marke□□u□in□exes are a□aila□le in an□ com□ina□ion of currenc□□ma□uri□□□or ra□in□□

Bloomberg Emerging Markets Hard Currency Aggregate Index: □□e in□ex is a fla□s□i□ □ar□ currenc□ Emer□in□ Marke□s □e□□□enc□mark □□a□ inclu□es U□D□□enomina□e□ □e□□from so□erei□n□quasi□ so□erei□n□an□ cor□ora□e EM issuers□

FTSE NAREIT Composite: □□e □n□ex series is □esi□ne□ □o □resen□in□es□ors □i□□ a com□re□ensi□e famil□ of □E□□ □erformance in□exes □□a□s□ans □□e commercial real es□a□e s□ace across □□e U□ econom□□ □□e in□ex series □ro□i□es in□es□ors □i□□ ex□osure □o all in□es□men□ an□ □ro□er□□ sec□ors□□n a□□i□ion□□□e more narro□l□ focuse□ □ro□er□□ sec□or an□ su□□sec□or in□exes □ro□i□e □□e facili□□ □o concen□ra□e commercial real es□a□e ex□osure in more selec□e□ marke□s□

S&P Global Natural Resources Index□□□e in□ex inclu□es □□ of □□e lar□es□□u□lic□□□ra□e□ com□anies in na□ural resources an□ commo□i□ies □usinesses □□a□ mee□s□ecific in□es□a□ili□□ requiremen□s□offerin□ in□es□ors □i□ersifie□ an□ in□es□a□le equi□□ ex□osure across □□rimar□ commo□i□□□rela□e□ sec□ors□ a□ri□usiness□ener□□□an□ me□als & minin□□

Bloomberg Commodity Index□□□e in□ex is calcula□e□ on an ex□cess re□urn □asis an□ reflec□s commo□i□□ fu□ures □rice mo□emen□s□□□e in□ex re□alances annuall□□ □ei□□□e□ □□□ □□ □ra□in□ □olume an□ □□□ □□ □orl□ □ro□uc□ion an□ □□ei□□□ca□s are a□□lie□ a□□□e commo□i□□□sec□or an□ □rou□ le□el for □i□ersifica□ion□□oll □erio□ □□□ically occurs from 6□□□□□□□ □usiness □a□□□ase□ on □□e roll sc□e□ule□

MSCI ACWI: □a□□ures lar□e an□ mi□ ca□ re□resen□a□ion across □□ De□elo□e□ Marke□s □DM□an□ □4 Emer□in□ Marke□s □EM□coun□ries□□ i□□ a□□ro□ima□el□□□□□□ cons□i□uen□s□□□e in□ex co□ers a□□ro□ima□el□ 85□ of □□e □lo□al in□es□a□le equi□□ o□□or□uni□□ se□□

MSCI ACWI ex USA Index: □a□□ures lar□e an□ mi□ ca□ re□resen□a□ion across □□ of □□ De□elo□e□ Marke□s □DM□coun□ries □exclu□in□ □□e U□□an□ □4 Emer□in□ Marke□s □EM□coun□ries□□ i□□ a□□ro□ima□el□ □□□□□ cons□i□uen□s□□□e in□ex co□ers a□□ro□ima□el□ 85□ of □□e □lo□al equi□□ o□□or□uni□□ se□ou□si□e □□e U□□

Glossar□ of □n□ices

MSCI EAFE Index: A □roa□□ reco□niZe□ □enc□mark for U□□in□es□ors □o measure in□ernaional equi□ □erformance□□□e in□ex ca□□ures lar□e an□ mi□ ca□ re□resen□a□ion across □□ De□elo□e□ Mark□s coun□ries aroun□ □□e □orl□□exclu□in□ □□e U□ an□ □ana□a□

MSCI Emerging Markets Index: A free floa□□a□ jus□e□ mark□e ca□i□aliZa□ion in□ex □□a□is □esi□ne□ □o measure lar□e an□ mi□ ca□ equi□ mark□□erformance of emer□in□ mark□s□□□e in□ex consis□s of □□e follo□in□ □4 emer□in□ mark□ coun□ries□ □raZil□□□ile□□□ina□□olom□ia□□Zec□ □e□u□lic□E□□□□Greece□Hun□ar□□□n□ia□□n□onesia□Korea□Ku□ai□□Mala□sia□Mexico□Peru□P□ili□□ines□Polan□□Qa□ar□□au□i Ara□ia□□ou□□ Africa□□ai□an□□□ailan□□□urke□an□ Unie□ Ara□ Emira□es□

Russell 1000 Index: Measures □□e □erformance of □□e lar□e□ca□ se□men□of □□e U□□□equi□ uni□erse□□□is a su□se□of □□e □ussell □□□□® □n□ex an□ inclu□es a□□roximae□□□□□ of □□e lar□es□securi□ies □ase□ on a com□ina□ion of □□eir mark□e□ca□ an□ curren□in□ex mem□ers□i□□□□e □ussell □□□□ re□resen□s a□□roximae□□□□ of □□e U□□□mark□□□□e □ussell □□□□ □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ □arome□er for □□e lar□e□ca□ se□men□an□ is com□le□e□ recons□i□u□e□ annuall□□o ensure ne□ an□ □ro□in□ equi□ies are reflec□e□□

Russell 1000 Growth Index: Measures □□e □erformance of □□e lar□e□ca□ □ro□□□ se□men□□□e U□□□equi□ uni□erse□□□□inclu□es □□ose □ussell □□□□ com□anies □i□□ □i□□er □rice□to□□ook ra□ios an□ □i□□er forecas□e□ □ro□□□ □alues□□□e □ussell □□□□ Gro□□□ □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ □arome□er for □□e lar□e□ca□ □ro□□□ se□men□□□□e □n□ex is com□le□e□ recons□i□u□e□ annuall□ □o ensure ne□ an□ □ro□in□ equi□ies are inclu□e□ an□ □□a□□□e re□resen□e□ com□anies con□inue □o reflec□ro□□□ c□arac□eris□ics□

Russell 1000 Value Index: Measures □□e □erformance of □□e lar□e□ca□ □alue se□men□of □□e U□□□equi□ uni□erse□□□inclu□es □□ose □ussell □□□□ com□anies □i□□ lo□er □rice□to□□ook ra□ios an□ lo□er ex□ec□e□ □ro□□□ □alues□□□e □ussell □□□□ Value □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ □arome□er for □□e lar□e□ca□ □alue se□men□□□□e □n□ex is com□le□e□ recons□i□u□e□ annuall□ □o ensure ne□ an□ □ro□in□ equi□ies are inclu□e□ an□ □□a□□□e re□resen□e□ com□anies con□inue □o reflec□□alue c□arac□eris□ics□

Russell 2000 Index: Measures □□e □erformance of □□e small□ca□ se□men□of □□e U□ equi□ uni□erse□□□e □ussell □□□□ □n□ex is a su□se□of □□e □ussell □□□□® □n□ex re□resen□in□ a□□roxima□e□ 7□ of □□e □o□al mark□e□ca□i□aliZa□ion of □□a□in□ex□□□inclu□es a□□roxima□e□ □□□□□ of □□e smalles□securi□ies □ase□ on a com□ina□ion of □□eir mark□e□ca□ an□ curren□in□ex mem□ers□i□□□□e □ussell □□□□ is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ small□ca□ □arome□er an□ is com□le□e□ recons□i□u□e□ annuall□ □o ensure lar□er s□ocks □o no□□is□or□□□e □erformance an□ c□arac□eris□ics of □□e □rue small□ca□ o□□or□uni□ se□□

Russell 2000 Growth Index□Measures □□e □erformance of □□e small□ca□ □ro□□□ se□men□of □□e U□ equi□ uni□erse□□□inclu□es □□ose □ussell □□□□ com□anies □i□□ □i□□er □rice□to□□alue ra□ios an□ □i□□er forecas□e□ □ro□□□ □alues□□□e □ussell □□□□ Gro□□□ □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ □arome□er for □□e small□ca□ □ro□□□ se□men□□□□e in□ex is com□le□e□ recons□i□u□e□ annuall□ □o ensure lar□er s□ocks □o no□□is□or□□□e □erformance an□ c□arac□eris□ics of □□e □rue small□ca□ o□□or□uni□ se□an□ □□a□□□e re□resen□e□ com□anies con□inue □o reflec□□ro□□□ c□arac□eris□ics□

Russell 2000 Value Index: Measures □□e □erformance of small□ca□ □alue se□men□of □□e U□□□equi□ uni□erse□□□inclu□es □□ose □ussell □□□□ com□anies □i□□ lo□er □rice□to□□ook ra□ios an□ lo□er forecas□e□ □ro□□□ □alues□□□e □ussell □□□□ Value □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ □arome□er for □□e small□ca□ □alue se□men□□□□e □n□ex is com□le□e□ recons□i□u□e□ annuall□ □o ensure lar□er s□ocks □o no□□is□or□□□e □erformance an□ c□arac□eris□ics of □□e □rue small□ca□ o□□or□uni□ se□an□ □□a□□□e re□resen□e□ com□anies con□inue □o reflec□□alue c□arac□eris□ics□

Russell 3000 Index: Measures □□e □erformance of □□e lar□es□□□□□□ U□□□com□anies re□resen□in□ a□□roxima□e□ □6□ of □□e in□es□a□le U□□□equi□ mark□□□□e □ussell □□□□ □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e□un□iase□ an□ s□a□le □arome□er of □□e □roa□ mark□e□an□ is com□le□e□ recons□i□u□e□ annuall□ □o ensure ne□ an□ □ro□in□equi□ies are reflec□e□□

Russell Midcap Index: Measures □□e □erformance of □□e mi□□ca□ se□men□of □□e U□□□equi□ uni□erse□□□e □ussell Mi□ca□ □n□ex is a su□se□of □□e □ussell □□□□® □n□ex□□□inclu□es a□□roxima□e□ 8□□ of □□e smalles□securi□ies □ase□ on a com□ina□ion of □□eir mark□e□ca□ an□ curren□in□ex mem□ers□i□□□□e □ussell Mi□ca□ □n□ex re□resen□s a□□roxima□e□ □□□□ of □□e □o□al mark□e□ca□i□aliZa□ion of □□e □ussell □□□□ com□anies□□□e □ussell Mi□ca□ □n□ex is cons□ruc□e□ □o □ro□i□e a com□re□ensi□e an□ un□iase□ □arome□er for □□e mi□□ca□ se□men□□□□e □n□ex is com□le□e□ recons□i□u□e□ annuall□ □o ensure lar□er s□ocks □o no□ □is□or□□□e □erformance an□ c□arac□eris□ics of □□e □rue mi□□ca□ o□□or□uni□ se□□

S&P 500: A free□floa□ mark□e□ ca□i□aliZa□ion □ei□□□e□ in□ex of 5□□ of □□e lar□es□ U□□□com□anies□□□e in□ex is calcula□e□ on a □o□al re□urn □asis □i□□ □i□i□en□s rein□es□e□ an□ is no□ a□aila□le for □irec□ in□es□men□□

Thank you for your continued confidence in Beacon Pointe. We appreciate your business.

EL CAMINO REAL CHS
INVESTMENTS REVIEW
FISCAL YEAR 2025-2026

2025-2026

		Year End	Jul-25		Contributions / Executive Summary-OPEB			
					$ 33,407,833	Beginning Balance at 07/01/25		
	OPEB Retiree Pmts.		$ (52,048.18)		$ (52,048)	OPEB Payments		
				Month	$ 179,661	Gains/Losses	0.5%	Invest. Change
ECRA	OPEB Trust	$ 33,407,833	$ 33,535,446	0.4%	$ 33,535,446	Current Ending	0.4%	Total Change

Investment Managers:			Month	YTD
				N/A
Fiduciary Mgt	$ *2,675,796*	$ 2,662,714	-0.5%	-100.0%
Beacon Pointe	$ *30,732,037*	$ 30,872,732	0.5%	-100.0%

El Camino Real CHS **General**

Investment Managers:				Month	YTD
Fiduciary Mgt		$ *336,856*	$ 334,972	-0.6%	-0.6%
Beacon Pointe		$ *6,989,939*	$ 7,013,406	0.3%	0.3%
US Bank Holdings		$ 7,326,795	$ 7,348,378	0.3%	0.3%
Annuity 3 Yr. (8/26)Fixed @ 4.80%	Midland	$ *439,179*	$ 440,931	0.4%	0.4%
2Yr. (10/25)@ 4.89%	CNB /T-Bill	$ *432,289*	$ 433,808	0.4%	0.4%
	Combined	$ 8,198,263	$ 8,223,117	0.3%	0.3%
Month End -Combined		$ 41,606,096	$ 41,758,563	0.4%	0.4%

Coversheet

Discussion and Vote to Approve the 2024-2025 OPEB Actuary Report

Section:	IV. Investment
Item:	B. Discussion and Vote to Approve the 2024-2025 OPEB Actuary Report
Purpose:	Vote
Submitted by:	
Related Material:	IV. B - ECRCHS OPEB - June 30 2025 Disclosures - DRAFT2 (1).pdf

El Camino Real Charter High School

FASB ASC 715 Actuarial Valuation Report

For Post-Employment Benefits Other than Pensions

Fiscal Year Ending June 30, 2025 Disclosures and
Fiscal Year 2026 Net Periodic Benefit Cost

Schwab Actuarial Services

July 10, 2025

Mr. Gregory Wood
Chief Business Officer
El Camino Real Charter High School
5440 Valley Circle Boulevard
Woodland Hills, CA 91367

Dear Mr. Wood,

Schwab Actuarial Services is pleased to present this June 30, 2025 actuarial valuation report of the post-employment healthcare benefits (OPEB) offered by the El Camino Real Charter High School.

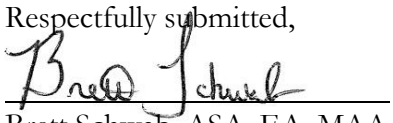
The primary purpose of the valuation is to assess the annual costs and obligations of the applicable OPEB programs under:

- FASB ASC 715-60 (formerly known as SFAS 106, Employer's Accounting for Postretirement Benefits Other Than Pension).

- FASB ASC 715-20 (formerly known as SFAS 158, Employers' Accounting for Defined Benefit Pension and Other Postretirement Plans).

If you have any questions or would like to discuss the results contained in the report further, please contact me at 312.244.9022.

Respectfully submitted,



Brett Schwab, ASA, EA, MAAA
Principal & Lead Actuary
Schwab Actuarial Services

Copy: Mr. David Hussey, Executive Director

Contents

Page

Executive Summary **1**

A. Plan Overview 1

B. Summary of Key Results 1

Actuarial Certification **2**

Accounting & Actuarial Information **3**

A. Accumulated Post-Employment Benefit Obligation 3

B. Net Periodic Post-Employment Benefit Cost 3

C. Accumulated Other Comprehensive Income 4

D. Reconciliation of OPEB Assets 4

E. Supplemental Information 5

Covered Population **6**

Summary of Actuarial Methods and Assumptions **7**

Summary of Plan Provisions **13**

EXECUTIVE SUMMARY

A. PLAN OVERVIEW

El Camino Real Charter High School ***(Charter or School)*** provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. As a result of offering such benefits, the Charter is required to report the value of such benefits and the associated costs according to the accounting requirements of the Financial Accounting Standards Board (FASB) Accounting Standards Codification No. 715 (ASC 715). The purpose of this report is to provide measurements of the OPEB obligations, annual expense, and other disclosure items in accordance with FASB ASC 715. The information contained in this report may not be suitable for other purposes.

The Charter provides post-employment healthcare benefits to eligible retirees and spouses and pays a portion of the cost. All active employees that retire directly from the School and meet the eligibility criteria may participate.

B. SUMMARY OF KEY RESULTS

The summary below identifies the key results related to the fiscal years ending June 30, 2024 and June 30, 2025. Note that implicit rate subsidies, as required by FASB ASC 715, are factored into all relevant values.

Measurement Date **Reporting Date**	**June 30, 2024** **June 30, 2024**	**June 30, 2025** **June 30, 2025**
Funded Status		
Accumulated Post-Employment Benefit Obligation (APBO)		
Actives	$18,509,170	$18,555,411
Retirees	10,822,285	12,221,761
Total	**$29,331,455**	**$30,777,172**
Fair Value of Plan Assets	30,844,295	33,407,833
Overfunded APBO	**$1,512,840**	**$2,630,661**
Funded Percentage*	**105.2%**	**108.5%**
Accumulated Other Comprehensive Income (AOCI)		
Unrecognized Actuarial Loss/(Gain)	($10,989,047)	($12,432,644)
Unrecognized Prior Service Cost/(Credit)	66,592	0
Unrecognized Transition Obligation/(Asset)	10,141,123	9,361,037
OPEB Expense	**2023/2024 FY**	**2024/2025 FY**
Net Periodic Post-Employment Benefit Cost	$1,356,561	$1,172,454

* The increase in funded percentage over the year is primarily the result of the current high interest rate environment and investment returns greater than expected.
See pages 3 and 4 for further detail.

DRAFT – For Discussion Purposes Only

ACTUARIAL CERTIFICATION

The El Camino Real Charter High School ***(Charter or School)*** retained Schwab Actuarial Services to perform a valuation of its post-employment healthcare benefit programs for the purposes of determining disclosure liabilities and the annual post-employment benefit cost. This report presents the applicable items in accordance with Financial Accounting Standards Board Accounting Standards Codification No. 715.

In preparing the results presented in this report, we have relied upon information provided to us regarding plan provisions, plan participants, and plan assets. We have reviewed this information for overall reasonableness and consistency but have neither audited nor independently verified this information. The accuracy of the results presented in this report is dependent upon the accuracy and completeness of the underlying information.

Where reasonable, the actuarial assumptions and the accounting policies and methods employed in the development of the post-employment healthcare cost have been selected by the School, which relied upon actuarial audits and experience studies conducted for the California State Teachers Retirement System (CalSTRS) and the California Public Employees Retirement System (CalPERS).

The valuation has been conducted in accordance with generally accepted actuarial principles and practices. In our opinion, the actuarial assumptions and methods represent reasonable expectations of anticipated plan experience. To fulfill the applicable accounting requirements, each actuarial assumption should be management's "best estimate solely with respect to that individual assumption."

The information contained in this report was prepared for the internal use of the Charter and its auditors in connection with the actuarial valuation of the post-employment healthcare plan. It is neither intended nor necessarily suitable for other purposes. The Charter may also distribute this actuarial valuation report to parties which have a legal right to require the School to provide them with this report, in which case they will provide this report in its entirety including all assumptions, caveats, and limitations.

We are available to answer any questions regarding this material or to provide explanations and further details, as may be appropriate. The undersigned actuary is a member of the Society of Actuaries and other professional actuarial organizations and meets the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained in this report. Based upon the methods and assumptions utilized, I certify the results of this valuation. Alternative assumptions can materially affect the results.

Brett Schwab, ASA, EA, MAAA
Principal & Lead Actuary
Schwab Actuarial Services
July 10, 2025

DRAFT – For Discussion Purposes Only

ACCOUNTING & ACTUARIAL INFORMATION

A. ACCUMULATED POST-EMPLOYMENT BENEFIT OBLIGATION

The Accumulated Post-Employment Benefit Obligation (APBO) is the liability or obligation for benefits earned through the valuation date, based on certain actuarial methods and assumptions. The following represents a reconciliation of the APBO for the fiscal years ending June 30, 2024 and June 30, 2025.

Reconciliation of APBO	FY ending June 30, 2024	FY ending June 30, 2025
Beginning of Year APBO	**$27,220,264**	**$29,331,455**
Service Cost	1,389,559	1,416,015
Interest Cost	1,308,103	1,451,354
Changes of Plan Provisions	0	0
Actuarial (Gain)/Loss	811	(789,386)
Benefit Payments	(587,282)	(632,266)
End of Year APBO*	**$29,331,455**	**$30,777,172**
Discount Rate*	5.00%	5.30%

* The APBO is equal to the present value of future expected benefits (or premiums) and is highly dependent on the level of discount rate. Higher rates reduce the APBO, and lower rates increase the APBO. The APBO can be highly volatile year-to-year with increasing or decreasing rates.

The current interest rate environment remains elevated as the Federal Reserve remains wary of cutting rates too quickly even though they are quite a bit higher than the long-term target. Current rates remain elevated, and the effective discount rate has even increased to 5.30% from 5.00% last year. This helps to tamper down the accrued liability growth due to increasing healthcare premiums and additional benefit accruals by current active employees.

B. NET PERIODIC POST-EMPLOYMENT BENEFIT COST

The Net Periodic Post-Employment Benefit Cost (NPPBC) is the annual accrual cost of the OPEB for a reporting period. The NPPBC includes additional benefits earned (or accrued) during the year, interest on the benefits earned prior to the valuation reflecting that participants are closer to benefit receipt (time value of money), amortization of prior amendments, amortization of actuarial gains and losses, and offset with the expected return on plan assets.

Net Periodic Post-Employment Benefit Cost	2024/2025 FY	2025/2026 FY
Service Cost	$1,416,015	$1,364,064
Interest Cost	1,451,354	1,614,435
Expected Return on Assets	(1,526,996)	(1,654,585)
Amortization of:		
Unrecognized Loss/(Gain)	(1,014,597)	(1,178,202)
Unrecognized Prior Service Cost/(Credit)	66,592	0
Unrecognized Transition Obligation/(Credit)	780,086	780,086
Total NPPBC	**$1,172,454**	**$925,798**
Beginning of Year:		
Discount Rate	5.00%	5.30%
Expected Rate of Return	5.00%	5.00%
Average Working Lifetime to Eligibility	7.94	7.94
Expected Benefit Payments	$608,768	$632,266

DRAFT – For Discussion Purposes Only

C. Accumulated Other Comprehensive Income

Differences between expected and actual valuation results are deferred as Accumulated Other Comprehensive Income (AOCI) and amortized as components of future NPPBC's. The table below reconciles items included in AOCI, including the (Accrued)/Prepaid Expense which is a measure of the cumulative difference between the trust cash contributions to the accounting expenses.

Reconciliation of AOCI	FY ending June 30, 2024	FY ending June 30, 2025
Unrecognized Actuarial Loss/(Gain)		
Beginning of year	($9,890,951)	($10,989,047)
Amortization	888,343	1,014,597
New experience actuarial loss/(gain)	811	(789,386)
New asset loss/(gain)	(1,987,250)	(1,668,808)
End of Year	($10,989,047)	($12,432,644)
Unrecognized Prior Service Cost/(Credit)		
Beginning of year	$154,211	$66,592
Amortization	(87,619)	(66,592)
New prior service cost/(credit)	0	0
End of Year	$66,592	$0
Unrecognized Transition Obligation		
Beginning of year	$10,921,209	$10,141,123
Amortization	(780,086)	(780,086)
New transition obligation	0	0
End of Year	$10,141,123	$9,361,037
Prepaid/(Accrued) Expense		
Beginning of year	($697,418)	$731,569
NPPBC	(1,356,561)	(1,172,454)
Employer trust contributions	2,640,000	0
Benefit payments outside of trust	145,548	0
End of Year	$731,569	($440,885)

D. Reconciliation of OPEB Assets

The following details a reconciliation of trust assets related to the OPEB for fiscal years ending June 30, 2024 and June 30, 2025.

Reconciliation of Assets	FY ending June 30, 2024	FY ending June 30, 2025
Trust Assets		
Beginning of year	$25,338,317	$30,844,295
Employer contributions	2,640,000	0
Employee contributions	0	0
Benefit payments	(441,734)	(632,266)
Actual Return on assets	3,307,712	3,195,804
End of year	$30,844,295	$33,407,833

DRAFT – For Discussion Purposes Only

E. SUPPLEMENTAL INFORMATION

A 1% change in the assumed healthcare trend rates would have the following effects on the disclosures for the current year.

Fiscal Year ending June 30, 2025	1% increase	1% decrease
APBO	$6,074,167	($4,745,490)
Service Cost plus Interest Cost	$713,438	($536,665)

The following table summarizes the current and noncurrent liability for the fiscal years ending June 30, 2024 and June 30, 2025.

	FY ending June 30, 2024	FY ending June 30, 2025
Current Liability	$608,768	$632,266
Noncurrent Liability	$28,722,687	$30,144,906

The following benefit payments are expected over the next ten fiscal periods.

Fiscal Year ending	Expected Payments
June 30, 2026	$728,889
June 30, 2027	793,750
June 30, 2028	831,754
June 30, 2029	811,884
June 30, 2030	859,383
June 30, 2031 – June 30, 2035	$5,014,014

The Charter is expected to contribute $0 to the trust for the fiscal year ending June 30, 2026.

The following table summarizes amounts expected to be amortized out of AOCI through the Net Periodic Post-Employment Benefit Cost during fiscal year 2026.

AOCI	Amortization Amount
Unrecognized Actuarial Loss/(Gain)	($1,178,202)
Unrecognized Prior Service Cost/(Credit)	$0
Unrecognized Transition Obligation/(Credit)	$780,086

Census Information

The following table summarizes active and retiree demographic information:

	Participants[1]
Actives	
Fully Eligible to Receive Plan Benefits	22
Not Fully Eligible	202
Total	*224*
Retirees	
Under Age 65	16
Age 65 or over	35
Total Receiving Plan Benefits	*51*
Total	**275**

	Actives	Retirees	Total
Average Age	46.51	68.56	50.60
Average Service	9.63	N/A	N/A

[1] There has been 22 terminations and 2 additional retirees since the demographic information was provided. The data was requested and submitted in accordance with historic valuation procedures and timing.

DRAFT – For Discussion Purposes Only

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS

Actuarial Cost Method

This valuation was prepared using the projected unit credit actuarial cost method. Under this method, the actuarial accrued liability is equal to the present value of all benefits expected to be paid from the plan multiplied by a fraction, the numerator of which is the number of years of service worked and the denominator of which is the total number of years of service that will be worked when the employee reaches full benefit eligibility age. The service cost is equal to the present value of all benefits expected to be paid divided by the total number of years of service that will be worked when the employee reaches full benefit eligibility age. The actuarial accrued liability is called the Accumulated Post-Employment Benefit Obligation ("APBO") and the present value of all benefits actually expected to be paid is called the Expected Post-Employment Benefit Obligation ("EPBO").

Amortization Method

- Items subject to deferred recognition are amortized on a straight-line basis. Actuarial gains and losses use the average remaining service period of active employees expected to receive benefits from the plan. Cumulative gains and losses are accumulated and reflected (or amortized) in the Net Periodic Post-Employment Benefit Cost only when the cumulative gain or loss becomes significant. Under ASC 715, the threshold for recognizing gains and losses is the greater of 10% of the APBO, or 10% of the market related value of assets.
- The transition obligation results from adoption of the ASC 715 accounting standard and is amortized over a 20-year period.
- The prior service cost reflects the cost of benefits granted through an amendment to the plan and is amortized over the average remaining service period to full eligibility of the active participants.

Economic Assumptions

A. DISCOUNT RATE

The rate used to discount liabilities is 5.30%, which was determined by a cash flow matching analysis using plan specific expected benefit payments and spot rates from the FTSE Pension Discount Curve as of June 30, 2025.

B. EXPECTED-LONG TERM RATE OF RETURN

The rate used for the expected return on assets component of the Net Periodic Post-Employment Benefit Cost is 5.00%. The rate is developed based on long-term capital market assumptions in published papers from industry experts.

C. MORBIDITY

Pre-age 65 expected medical claims are assumed to increase based on the 2019 PEMHCA risk scores developed by CalPERS to be used for participants of the CalPERS Health Benefits Program. Post-age 65 morbidity rates are not applicable because it is assumed that all retirees will elect a community rated Medicare Advantage plan.

D. MARRIAGE

Spouses were assumed where current benefit elections indicated spousal coverage. If spouse date of birth was not provided, the spouse is assumed to be the same age as the participant.

E. SALARY SCALE

There are no liabilities dependent on salary, therefore no salary increase rate is assumed.

F. NEW RETIREE ELECTIONS

It is assumed that new retirees select coverage consistent with their active election and participate in Medicare.

DRAFT – For Discussion Purposes Only

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS *(CONTINUED)*

G. TREND RATE

The healthcare trend assumption reflects healthcare cost inflation expected to impact the plan based on forecast information in published papers from industry experts (actuaries, health economists, etc.). Actual premium rates are used for the 2024-2025 and 2025-2026 fiscal years. Going forward, research suggests the following medical, dental, and vision costs increases.

- Medical costs are assumed to increase 5.20% in the 2026-2027 fiscal year, trending down to an ultimate 4.00% increase in the 2073-2074 fiscal year and beyond.
- Dental and vision costs are assumed to increase 5.00% in the 2026-2027 fiscal year, trending down to an ultimate 4.00% increase in the 2073-2074 fiscal year and beyond.

Fiscal Year	Medical Trend	Dental and Vision Trend
2026-2027	5.20%	5.00%
2027-2028	5.20%	5.00%
-	-	-
-	-	-
-	-	-
2050-2051	4.90%	4.90%
2051-2052	4.90%	4.90%
2052-2053	4.80%	4.80%
-	-	-
-	-	-
-	-	-
2071-2072	4.10%	4.10%
2072-2073	4.10%	4.10%
2073 and beyond	4.00%	4.00%

DRAFT – For Discussion Purposes Only

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS *(CONTINUED)*

H. MORTALITY RATES[2]

Select mortality rates are listed below:

	CalSTRS*				CalPERS**			
	Male		Female		Male		Female	
Age	Active	Retired	Active	Retired	Active	Retired	Active	Retired
25	0.00014	0.00000	0.00008	0.00000	0.00033	0.00000	0.00013	0.00000
30	0.00023	0.00000	0.00014	0.00000	0.00044	0.00000	0.00019	0.00000
35	0.00033	0.00000	0.00022	0.00000	0.00058	0.00000	0.00029	0.00000
40	0.00044	0.00000	0.00031	0.00000	0.00075	0.00000	0.00039	0.00000
45	0.00063	0.00000	0.00042	0.00000	0.00093	0.00000	0.00054	0.00000
50	0.00106	0.00195	0.00065	0.00141	0.00134	0.00266	0.00081	0.00199
55	0.00184	0.00312	0.00099	0.00226	0.00198	0.00390	0.00123	0.00325
60	0.00279	0.00445	0.00146	0.00289	0.00287	0.00578	0.00179	0.00455
65	0.00400	0.00575	0.00211	0.00369	0.00403	0.00857	0.00250	0.00612
70	0.00000	0.00903	0.00000	0.00602	0.00594	0.01333	0.00404	0.00996
75	0.00000	0.01754	0.00000	0.01195	0.00933	0.02391	0.00688	0.01783
80	0.00000	0.03482	0.00000	0.02416	0.01515	0.04371	0.01149	0.03403
85	0.00000	0.06893	0.00000	0.05007	0.00000	0.08274	0.00000	0.06166
90	0.00000	0.12924	0.00000	0.09999	0.00000	0.14539	0.00000	0.11086
95	0.00000	0.22529	0.00000	0.17907	0.00000	0.24664	0.00000	0.20364
100	0.00000	0.31399	0.00000	0.27086	0.00000	0.36198	0.00000	0.31582
105	0.00000	0.41283	0.00000	0.37227	0.00000	0.52229	0.00000	0.44679
110	0.00000	0.49438	0.00000	0.46306	0.00000	1.00000	0.00000	1.00000
115	0.00000	0.50000	0.00000	0.50000	0.00000	1.00000	0.00000	1.00000
>=120	0.00000	1.00000	0.00000	1.00000	0.00000	1.00000	0.00000	1.00000

* Mortality improvement is based on the MP-2021 Ultimate Projection Scale.
** Mortality improvement is based on 80% of the MP-2020 table.

[2] Per experience studies performed for CalSTRS and CalPERS.

DRAFT – For Discussion Purposes Only

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS *(CONTINUED)*

I. RETIREMENT RATES[3]

Select retirements per 100 employees are listed below:

CalSTRS DB Program – 2% at 60 – Males							
	Years of Service						
Age	5-9	10-14	15-19	20-24	25	26-29	30+
50	0.0	0.0	0.0	0.0	0.0	0.0	4.5
55	1.5	2.0	2.5	3.0	3.5	3.0	5.0
60	4.0	5.0	6.5	8.0	13.0	11.0	25.0
65	13.0	15.0	20.0	24.0	25.0	25.0	32.5
70	11.5	13.5	18.0	21.5	25.0	25.0	25.0
75+	100.0	100.0	100.0	100.0	100.0	100.0	100.0

CalSTRS DB Program – 2% at 60 – Females							
	Years of Service						
Age	5-9	10-14	15-19	20-24	25	26-29	30+
50	0.0	0.0	0.0	0.0	0.0	0.0	2.5
55	2.0	2.5	3.5	4.5	4.5	4.0	6.5
60	5.0	6.0	8.0	10.0	16.0	14.0	26.0
65	12.5	16.0	21.0	26.5	33.5	32.0	35.0
70	12.0	15.0	20.0	25.0	29.5	28.0	30.0
75+	100.0	100.0	100.0	100.0	100.0	100.0	100.0

CalSTRS DB Program – 2% at 62 – Males						
	Years of Service					
Age	5-9	10-14	15-19	20-24	25-29	30+
50	0.0	0.0	0.0	0.0	0.0	0.0
55	1.0	1.5	2.0	2.5	2.5	3.0
60	3.0	4.0	5.0	6.0	8.5	10.0
65	13.0	15.0	20.0	24.0	25.0	25.0
70	11.5	13.5	18.0	21.5	25.0	25.0
75+	100.0	100.0	100.0	100.0	100.0	100.0

CalSTRS DB Program – 2% at 62 – Females						
	Years of Service					
Age	5-9	10-14	15-19	20-24	25-29	30+
50	0.0	0.0	0.0	0.0	0.0	0.0
55	1.5	2.0	2.5	3.5	3.0	3.5
60	4.0	4.5	6.0	7.5	11.0	13.0
65	12.5	16.0	21.0	26.5	32.5	32.5
70	12.0	15.0	20.0	25.0	28.5	28.5
75+	100.0	100.0	100.0	100.0	100.0	100.0

[3] Per experience studies performed for CalSTRS.

DRAFT – For Discussion Purposes Only

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS *(CONTINUED)*

I. RETIREMENT RATES[4] (CONTINUED)

Select retirements per 100 employees are listed below:

CalPERS DB Program – 2% at 55 – Classic						
	Years of Service					
Age	5	10	15	20	25	30
50	0.3	0.4	0.6	0.7	1.0	1.0
55	1.1	2.3	3.4	5.7	7.0	9.0
60	2.2	4.3	6.2	9.5	11.3	14.1
65	16.3	16.4	19.7	23.2	25.0	27.1
70	19.1	19.0	23.7	25.0	24.6	25.4
75+	100.0	100.0	100.0	100.0	100.0	100.0

CalPERS DB Program – 2% at 62						
	Years of Service					
Age	5	10	15	20	25	30
50	0.0	0.0	0.0	0.0	0.0	0.0
55	1.4	2.7	3.8	4.5	5.0	5.6
60	2.6	5.3	7.4	8.7	9.7	10.8
65	7.2	14.2	19.9	23.5	26.2	29.3
70	7.1	14.0	19.6	23.1	25.8	28.9
75+	6.7	13.2	18.4	21.8	24.3	27.2

J. TERMINATION RATES[5]

Select terminations per 100 employees are listed below:

CalSTRS		
Years of Service	Male	Female
0	12.25	11.25
1	9.15	7.53
2	7.20	5.87
3	6.05	4.76
4	4.69	4.06
5	3.54	3.08
10	1.74	1.58
15	1.05	1.05
20	0.75	0.75
25	0.50	0.50
30	0.45	0.40

[4] Per experience studies performed for CalPERS.
[5] Based on experience studies performed for CalSTRS, with partial recognition of the School's specific experience.

DRAFT – For Discussion Purposes Only

Powered by BoardOnTrack

ASSUMPTIONS & ACTUARIAL METHODS (CONTINUED)

J. TERMINATION RATES[6] (CONTINUED)

Select terminations per 100 employees are listed below:

CalPERS – Male			
Years of Service	Entry Ages		
	20	30	40
5	8.5	6.1	4.0
10	2.3	1.7	0.9
15	1.1	0.8	0.4
20	0.6	0.4	0.1
25	0.3	0.2	0.1
30	0.1	0.1	0.1

CalPERS – Female			
Years of Service	Entry Ages		
	20	30	40
5	10.3	7.4	5.0
10	2.3	1.8	1.0
15	1.3	0.8	0.4
20	0.6	0.4	0.1
25	0.3	0.2	0.1
30	0.1	0.1	0.0

[6] Based on experience studies performed for CalPERS, with partial recognition of the School's specific experience.

DRAFT – For Discussion Purposes Only

SUMMARY OF PLAN PROVISIONS

The following summary of plan provisions represents our understanding of the El Camino Real Charter High School ***(Charter or School)*** substantive plan.

Employees who retire from the School may be eligible for post-employment medical, dental, and vision benefits pursuant to the provisions below.

ELIGIBILITY

Retirement upon reaching age 63 – No CalSTRS/CalPERS requirement (Certificated & Classified)

1. Hired by LAUSD and assigned to ECRCHS on or before July 1, 2011
   - Minimum of 10 consecutive years with the school
2. Hired between July 1, 2011, and July 1, 2016
   - Minimum 10 consecutive years of service from ECRA
3. Hired between June 30, 2016, and June 30, 2018
   - Minimum 15 consecutive years of service from ECRA

Retirement prior to age 63 – Continued enrollment in CalSTRS/CalPERS required (Certificated & Classified)

1. Hired by LAUSD prior to April 1, 2009, and assigned to ECRCHS on or before July 1, 2011
   - Rule of 80: Sum of age plus service equal to or greater than 80, with minimum 15 consecutive years of service
2. Hired on or after April 1, 2009
   - Rule of 85: Sum of age plus service equal to or greater than 85, with minimum 25 consecutive years of service

Hired on or after July 1, 2018 – Continued enrollment in CalSTRS/CalPERS required (Certificated & Classified)

1. Age 62
   - Minimum 25 consecutive years of service at ECRA

SPOUSE ELIGIBILITY

Yes

OTHER DEPENDENTS

Access only

SURVIVOR ELIGIBILITY

No

BENEFITS

- Eligible employees are offered lifetime medical, dental, and vision benefits for themselves and their covered spouses under select plans made available by the School
- Eligible plans consist of the following:
  - Pre-65 Medical: Blue Cross Select HMO, Kaiser-High, Blue Cross PPO Low
  - Post-65 Medical: Medicare Advantage Plan
  - Dental: Deltacare HMO
  - Vision: VSP Vision
- If the retiree elects a more expensive plan than those listed above, the difference is the responsibility of the retiree.

DRAFT – For Discussion Purposes Only

Schwab
Actuarial
Services

Coversheet

Discussion and Vote on the Contract for Actuary Services

Section: IV. Investment
Item: C. Discussion and Vote on the Contract for Actuary Services
Purpose: Vote
Submitted by:
Related Material: IV. C. - ECRCHS - OPEB Actuarial Services 07182025.pdf

El Camino Real Charter High School

A Commitment to Your Success

Actuarial Services
July 18, 2025

Schwab Actuarial Services

TABLE OF CONTENTS

Transmittal Letter

Qualifications and Experience

Technical Approach

Cost / Pricing

Appendix

Engagement Document

Mr. Gregory Wood
Chief Business Officer
El Camino Real Charter High School
5440 Valley Circle Boulevard
Woodland Hills, CA 91367

July 18, 2025

Dear Mr. Wood,

We are delighted to present our qualifications to provide actuarial services to the El Camino Real Charter High School ("ECRCHS" or "you"). Based on extensive knowledge and experience working with ECRCHS, other charter schools, school districts, local governmental entities, and agencies, Schwab Actuarial Services (SAS) has hands-on insight into current processes, financial reporting laws, and the challenges and opportunities related to increasing costs of benefit offerings. Going forward, that knowledge will ensure the continued partnership and uninterrupted services related to actuarial and consulting services for ECRCHS's Other Post-Employment Benefits (OPEB). We are proposing to perform annual valuations in order to comply with the accounting and financial reporting requirements issued by the FASB Accounting Standards Codification Topic 715 (ASC 715).

We are committed to tailoring our services to exceed your expectations through the following advantages:

- **Extensive Experience.** We have deep experience with the Financial Accounting Standard Board accounting standard and have worked with many charter schools and other large public and private sector organizations. We have completed over 1,000 OPEB actuarial valuations and special studies.
- **Proven Methodology.** We have a proven methodology, designed specifically for actuarial valuations that utilizes consulting, tax, and accounting in-depth knowledge to develop solutions that will meet and exceed your needs.
- **Public and Private Sector Experience.** We have significant experience working with public sector and private sector entities and have assisted with the actuarial valuation and consulting needs of over 100 entities, including many within the Los Angeles and surrounding counties.
- **Highly Responsive and Timely Service.** We take pride in delivering attentive and timely service and will always be available to ECRCHS's management team and the Board of Directors to help ensure that the service you receive is immediate and responsive.
- **Value That Surpasses Fees.** The cornerstone of our service approach is value. We provide constructive, value-adding business advice.

In closing, permit me to emphasize that we are excited to continue working and partnering with ECRCHS. We are prepared to provide you with the scope of services we discussed related to the offered post-employment healthcare benefits. We have worked with ECRCHS over the years to create a methodology that is efficient and cost effective. Thank you for the opportunity to help with these important directives.

Sincerely,

Brett Schwab, ASA, EA, MAAA
Principal & Lead Actuary
312-244-9022
BrettSchwab1@yahoo.com

Qualifications and Experience

We have experience working with numerous charter schools, school districts, municipalities, counties, associations, and other local units in both the initial implementation and the on-going actuarial valuations of post-employment benefit valuations as required by the Financial Accounting Standards Board (FASB) and the Government Accounting Standards Board (GASB). We have provided over 1,000 valuations and special studies for over 100 entities.

We have experience in all actuarial and retirement-related consulting work, within both the public and private sectors. We have a long history of working with, consulting, and managing companies in regard to all aspects of their health, retirement, and other benefit programs. We partner and consult with entities on the main policy levers that drive the performance of these benefit programs – the design, investment, contribution, and governance. This helps organizations meet their unique HR, Finance, Tax and Accounting needs and drives an effective workforce management strategy while minimizing the risk impact and cost to the business.

Brett Schwab will lead and manage the El Camino Real Charter High School engagement. He holds a Bachelor of Science degree in actuarial science, with high distinction from the University of Illinois, Urbana-Champaign. He is a member and meets all qualification standards of the American Academy of Actuaries. He is also an Associate of the Society of Actuaries and an Enrolled Actuary under the Employee Retirement Income Security Act.

- Brett is accountable for projects including assisting management through union negotiations relating to pension and healthcare benefits, determining funding and expense strategies, and educating and advising clients on the implications of FASB and GASB accounting changes.
- Prior to Schwab Actuarial Services, Brett was the Lead Actuary in the National office of Grant Thornton and responsible for all aspects of benefit plan valuation and consulting items. He oversaw the actuarial work performed in the Central and West regions. Prior to joining Grant Thornton, Brett served as a Principal Consultant with Mercer, one of the largest HR consulting firms in the world. He led teams of actuaries that performed calculations, projections of liabilities, assets, and cash funding requirements.
- Brett is a frequent presenter at actuarial associations. He partnered with ASPPA College of Pension Actuaries and led a presentation on the FASB Accounting Standards Codification No. 715 as it relates to retiree healthcare plans (OPEB), including the measurement of obligations and determining periodic costs. He also partnered with Pension360 and presented on the measurement and accounting changes for State and local pension plans. His articles, Benefit plan sponsors need to consider new mortality tables and Introducing New Accounting Standards, were published in a Benefits Bulletin.

Listed below are just a few examples of how Brett partnered with companies as their trusted advisor.

- Numerous board presentations: Educate and advise on the changes needed to the Comprehensive Annual Financial Report related to FASB and GASB accounting standard amendments, and the associated cost impacts.
- Adoption of cash funding strategies: Developed interactive tools to model alternate rate environments, future asset return levels, alternate funding policies, future demographics, and the resulting projected funding levels.
- Presentations and discussions with Union Committees: Partnered with executive management through the negotiation process resulting in benefit realignment through a total reward strategy.
- Strategic employee benefit consulting: Consulted for a large public sector organization including plan design, utilization and claims reviews, vender searches, and compliance services (IRS, DOL, ACA, etc.). Facilitated a collaborative health care committee consisting of union and administration members.

We have decades of experience making sure that:

- Valuations are performed to meet the desired plan sponsor objectives,
- Ensuring that valuations use appropriate actuarial funding and accounting methods, and
- The assumptions are management's best estimate solely with respect to that individual assumption and in the aggregate.

We partner with our clients and go beyond giving just high-quality valuation and other core recurring actuarial services. We will have continuous collaboration with you and your executive management team and board to identify and confirm benefit policies to make sure they align with the value drivers of your organization. Your actuary should understand your business and industry and look for unbiased ways to unlock that value through your benefit programs.

Our Technical Approach to Meeting Your Needs

Below is a description of the overall approach and specific steps necessary to satisfy the accounting and financial reporting standards for the post-employment healthcare benefits (OPEB) mandated under ASC 715. The actual schedule will be customized or accelerated as needed to meet the individual needs of ECRCHS.

Each year, we recommend the actuarial methods of the calculations and the key assumptions to be used in the valuation of the OPEB. The methods and assumptions selected are ultimately ECRCHS's decision, however we will partner with you through the setting process to ensure that they are reasonable and appropriate based on the current environment and future expectations.

- The actuarial cost methods will be determined in accordance with the applicable FASB standards.
- The actuarial assumptions will rely on Actuarial Standards of Practice No. 27, *Selection of Economic Assumptions for Measuring Obligations* and Actuarial Standards of Practice No. 35, *Selection of Demographic and Other Noneconomic Assumptions for Measuring Obligations*.

As part of the assumption setting process, we will also utilize the CalSTRS and CalPERS experience studies performed periodically to ensure that the assumptions continue to fulfill the applicable accounting requirements that each actuarial assumption represents management's "best estimate solely with respect to that individual assumption." As part of the valuation process, we perform a gain/loss analysis by source related to the ECRCHS-specific OPEB. This adds another layer of review to help identify any assumptions that create large and/or consistent liability movements. In addition, and prior to the formal valuation, we can incorporate ECRCHS's auditors to obtain sign-off up front, which rules out any re-measurements that would be requested upon review during the audit cycle.

Phase 1	• Planning and Kick-off Meeting • Data Collection and Review
Phase 2	• Determine Actuarial Assumptions
Phase 3	• Preliminary ASC 715 Valuation • Presentation of Results
Phase 4	• Final Accounting Valuation • Preparation of Actuarial Reports

PHASE 1: KICK-OFF MEETING AND INFORMATION GATHERING

The purpose of this phase is to develop the organizational foundation for the projects, gather and review the information necessary to perform the valuations. In our experience, this conversation is extremely important because it provides an opportunity for direct stakeholders to discuss goals and concerns with us.

The following timeline is related to the July 1, 2025-June 30, 2026 fiscal year and is consistent with actuarial services provided in prior years. The schedule can be altered based on your timing needs. The 2025/2026 fiscal year valuation will utilize updated demographic information, an assumption review, and adjustments for changes in the economic environment.

Data Gathering

Utilizing accurate participant data, claim, and membership experience is essential for actuarial valuations. This task involves analyzing the relevant information for reasonableness and integrity. In order to complete this task, we will:

- Discuss the data collection procedures with the appropriate ECRCHS personnel.
- Provide an excel spreadsheet that indicates the needed general plan and census information that you will populate.
- Review and confirm the summary of plan provisions and research any alternative plans that may exist.

In February, SAS will issue a formal information request seeking relevant information. Around mid-March, ECRCHS will send the relevant data to SAS to perform the valuations. It is expected that the data will be complete and accurate. If we identify errors and inconsistencies, you may need to correct and resubmit for valuation purposes.

Kick-off Meeting

After the information request has been issued, we will have a conference call with the appropriate personnel from ECRCHS to kick-off the valuation processes. The purpose of the meeting is to confirm overall project objectives, review the methodologies, and confirm ongoing roles and responsibilities.

The agenda for this meeting will include the following items:

- Confirm expectations and definitions of success.
- Confirm project approach, methodology and expected deliverables.
- Review project schedules, key milestones and target dates for meetings and deliverables.
- Discuss data and document requests.

PHASE 2: DETERMINATION OF ACTUARIAL ASSUMPTIONS

The selection of actuarial assumptions will be guided by the applicable actuarial standards. This involves an analysis of the actuarial assumptions (both economic and non-economic). The final assumptions are selected by ECRCHS however we will perform a review and provide information which will enable you to select appropriate actuarial assumptions as required under the standards. We will:

- Analyze plan experience and the underlying cause of any recent fluctuations if necessary.
- As appropriate, provide a range of reasonable assumptions to be used in calculating the OPEB liabilities.
- Increase your understanding of the assumptions used in the actuarial calculations.
- Discuss assumptions with you to gain understanding of the various issues, including the impact on OPEB financials.
- Comparison with assumptions used by similarly situated organizations, including those in the relative location of ECRCHS.

All assumption will be based on best estimates of anticipated experience unless prescribed otherwise. Assumptions should be based on recent plan-specific experience and reasonable near-term expectations. Expectations include input from ECRCHS and the Board of Directors, as applicable. This is particularly important regarding assumptions relating to turnover, retirement and salary increases.

PHASE 3: PRELIMINARY[1] ASC 715 VALUATION

The formal actuarial valuation report will have all the necessary schedules needed for your financial statements. FASB ASC 715 mandates that the actuarial valuation and accompanying disclosures be based on the economic environment as of the fiscal year-end. Rather than wait until the yield curve is published and available in July (after the close of the fiscal year), Schwab Actuarial Services performs a preliminary valuation of the liabilities and funded status to set expectations for interested stakeholders.

At Schwab Actuarial Services, actuarial valuations are more than simply assuming the status quo, performing a valuation and providing a report. Each valuation is an opportunity to review and challenge assumptions and methods, explore new ideas, consider strategic opportunities, and identify hidden risks.

Around or prior to May, we will complete the following tasks:

Preliminary Actuarial Valuation

This task incorporates the most recent available yield curve, the agreed upon demographic assumptions and actuarial methods to determine the preliminary ASC 715 benefit liabilities and obligations. We will:

- Establish an actuarial model to evaluate benefit liabilities under the substantive plan (the plan as understood by you and members).
- Calculate the applicable OPEB liabilities, the fiscal year OPEB benefit costs, and reconciliation of the current funded status.
- Measure present values of projected benefits, future cash flow needs, accrued liabilities, normal cost and associated annual expense.

Presentation of Results

- Prepare a 1-page high-level summary of accrued liabilities, funded percentage, annual expense, and demographic information.
- Present and discuss all changes from the prior year valuation and disclosures including the impact of each item.

[1] The preliminary results will be based on a discount rate using the most recent economic environment. The final OPEB costs and obligations included in the financial statements will be based on the June 30th yield curve that is published early July.

PHASE 4: PREPARATION OF THE ACTUARIAL VALUATION REPORT

Around mid-July and based on the June 30th yield curve, we will calculate the applicable OPEB liabilities, the fiscal year OPEB benefit costs, and reconciliation of funded status. The final figures, including all exhibits and supplementary information for inclusion in the Consolidated Financial Statements will be prepared. A formal written actuarial valuation report documenting the results and exhibits under ASC 715 is provided and will contain:

- Executive summary of results.
- Exhibits containing information relevant to satisfying disclosure requirements under FASB (including footnote disclosures).
- Present value of projected future benefits including split of past, current, and future accruals.
- Reconciliation of actuarial accrued liability with prior valuations.
- Summary of census data.
- Projected OPEB cash flows, including impacts of the implicit rate subsidy.
- Summary of actuarial assumptions.
- Summary of plan provisions.
- Actuarial Certification indicating compliance with the "Qualification Standards for Actuaries issuing Statement of Actuarial Opinion in the United States".

In addition, we will include telephonic support with ECRCHS and the auditors to discuss the information.

ECRCHS will enjoy the following benefits

- Extensive experience with employment benefits.
- A proven methodology, designed specifically for actuarial valuations that utilizes consulting, tax and accounting in-depth knowledge to develop solutions that meet your needs.
- Effective work at all organization levels, including staff, middle and executive management, committees, and boards.
- Significant skills and experience working on numerous assignments with similarly situated entities.

Most importantly, ECRCHS will benefit from the continuity of the actuarial service team, its evolved and established processes, in addition to the unquantifiable benefit of program familiarity, specific institutional history and knowledge.

Project Team Availability

You want your service provider to be accessible and responsive. We may not be in your backyard, but you will feel like we are.

- Easy access to engagement team members and industry specialists.
- Regularly scheduled meetings and calls throughout the year.

The bottom line: We are 100% committed to your projects and are always only a phone call away.

Quality Assurance

At Schwab Actuarial Services, quality is the top priority. We enforce consistent, high-quality standards in service delivery by using a quality assurance process that embraces all methodologies, deliverables, and tasks. This process is used throughout the projects to establish and maintain a positive client relationship, mitigate risk and meet or exceed client expectations.

- Appropriate planning, instructions, and helping to ensure that work programs and work papers adequately cover the areas and testing performed.
- Adherence to any laws, regulations, and government or industry standards that specify requirements.
- Procedures and required documentation for planning, execution, and wrap-up.
- Ongoing development and trainings.

These quality assurance processes enable us to deliver superior service to the El Camino Real Charter High School.

Cost / Pricing

Your investment

You will know up front what to expect from us and how much it will cost to achieve your results. We will provide industry-leading services at a competitive fee relative to the value of our experience. We will be focused on your objectives, get the work done according to best-in-class methodologies, and provide the insights you need to realize your future potential for growth.

Based on our experience, we anticipate that the fees for the requested services as outlined below. The agreement will commence upon signature of the formal engagement letter, and it will not expire unless earlier terminated. We shall each have the right to terminate the contract, in whole or in part, at any time without further obligation to the other by giving not less than thirty (30) days written notice.

Service	Fixed Fee
ASC 715 Valuation for the period ending June 30, 2026	$4,500
ASC 715 Valuation for the period ending June 30, 2027	$4,500
Next Cycle Renewal Option	
ASC 715 Valuation for the period ending June 30, 2028	$4,750
ASC 715 Valuation for the period ending June 30, 2029	$4,750

We will discuss with you any circumstances that require us to do additional actuarial analyses or consulting services which may include, but are not limited to, work to satisfy our obligations under applicable professional standards including additional fact-gathering, and unforeseen scope changes. If additional, out-of-scope work is requested, we will work with ECRCHS and provide a separate proposal and accompanying engagement documents at a discount off our then-standard hourly rates.

Our investment

NO SURPRISE FEES

We practice a policy of "no surprises." You know the fee up front — without any hidden costs. When conditions require more work than either of us anticipated, we will ask for your approval before we proceed further. Should these fees not correspond to your expectations, we would welcome the opportunity to further discuss the engagement and the level of work required.

QUESTIONS AND CONSULTATION

We strongly encourage frequent communication and understand the importance of keeping you informed about emerging issues. As such, we do not charge for questions or conversations that do not require substantial research or time. The fees include basic telephone consultations, meaningful thought leadership, and other items related to routine business issues. For technical issues not included in the original scope of work and require significant additional time, fees will be billed at our discounted rates. You will never receive a bill unless fees have been discussed with you first.

Appendix

On the following pages, we have included the formal Engagement Document.

El Camino Real Charter High School
Statement of Work – Actuarial Services
ASC 715 Valuation

This Statement of Work dated July 18, 2025 is intended to describe the scope of services ("Services") the El Camino Real Charter High School ("Client") is requesting Schwab Actuarial Services ("SAS") to perform, and to set forth the agreed fee, timing and other matters related to the Services.

The services we will provide

The Services we will provide under this Statement of Work consist of actuarial valuation and benefits advisory services related to your offered post-employment benefits other than pensions (OPEB) for fiscal years ending June 30, 2026 and June 30, 2027 with a renewal option for fiscal years ending June 30, 2028 and June 30, 2029. Specifically, we shall provide actuarial and consulting services according to Generally Accepted Accounting Principles (GAAP) accounting and advise on risk and financial security issues. The Services will be compliant with Financial Accounting Standards Board (FASB) Accounting Standard Codification No. 715 (ASC 715) for financial reporting.

ASC 715 accounting and financial reporting

- Assist you by providing actuarial valuation and consulting services related to all OPEB plans identified,
- Determine a discount rate based on a cash flow matching analysis using plan specific expected benefit payments and spot rates from the most recently available discount curve,
- Set an expected long-term return on plan assets based on the asset classes held in trust and long-term capital market assumptions in published papers from industry experts,
- Facilitate the selection of reasonable demographic assumptions for ASC 715 compliance,
- Develop Net Periodic Postretirement Benefit Costs and Accrued Postretirement Benefit Costs for financial reporting purposes according to ASC 715,
- Present results to the relevant audience within your group telephonically, and
- Prepare a written actuarial valuation summary documenting the results under ASC 715.

Specific steps are necessary to satisfy accounting and financial reporting standards. In providing Services under this Statement of Work, SAS will use techniques, applications, procedures, and methods that reflect appropriate practices. Services are performed in a manner consistent with the degree of care and skill exercised in the actuarial profession.

Below is a description of the overall approach and specific steps necessary to satisfy the accounting and financial reporting standards for post-employment healthcare benefits mandated under ASC 715.

Data review

Utilizing accurate participant data and claims information is essential for an OPEB actuarial valuation. This task involves analyzing the current participant levels, demographic information, and premium data for reasonableness and integrity. It is expected that all data from you is complete and accurate. If errors and inconsistencies are identified, you may need to correct and resubmit for valuation purposes.

In order to complete this task, SAS will:

- Discuss the data collection procedures with appropriate Client personnel,
- Provide a spreadsheet that you will populate with plan and census information, and
- Review plan provisions and research any alternative plans that may exist.

Determination of Actuarial Assumptions

The selection of actuarial assumptions will be guided by applicable actuarial standards and will rely on Actuarial Standards of Practice No. 27, *Selection of Economic Assumptions for Measuring Obligations* and Actuarial Standards of Practice No. 35, *Selection of Demographic and Other Noneconomic Assumptions for Measuring Obligations.* The final assumptions are selected by you, and we will perform a review and provide information which will enable you to select the appropriate actuarial assumptions as required under the ASC 715 standards.

We will:

- Analyze plan claims experience, to the extent that credible experience data are available, and the underlying cause of any recent premium rate fluctuations, if necessary,
- As appropriate, provide a range of reasonable assumptions to be used in calculating the OPEB liabilities,
- Increase your understanding of the assumptions used in the actuarial valuation,
- Discuss the assumptions with you and your members personnel to gain an understanding of the various issues impacting the assumptions, and
- Compare those assumptions with the assumptions used by other public organizations.

Actuarial Valuation

This task incorporates the agreed upon actuarial assumptions and various actuarial methods to determine the OPEB costs and liabilities. We will:

- Establish an actuarial model for evaluating benefit liabilities under the substantive plan (the plan as understood by you and plan members), and
- Calculate and measure the present value of projected benefits, normal cost, actuarial accrued liability, actuarial value of assets, etc.

Preparation of ASC 715 Accounting Information

This task incorporates the agreed upon actuarial assumptions and various actuarial methods to determine the OPEB obligations. We will:

- Calculate the applicable net OPEB obligations, the applicable fiscal year OPEB costs, any applicable adjustments to the obligations and expenses, etc., and
- Prepare exhibits for financial reporting.

Actuarial Valuation Report and Recommendations

This task involves preparing an actuarial valuation report containing:

- Executive summary of results,
- Exhibits containing information relevant to satisfying ASC 715 disclosure requirements,
- Summary of census data,
- Summary of actuarial assumptions, and
- Summary of plan provisions.

In addition, we will include telephonic support with the auditor to discuss the report.

Quality Assurance

Quality assurance processes enable SAS to deliver superior Services to the Client. We enforce consistent, high-quality standards in all service delivery by using a quality assurance process that embraces all methodologies, deliverables, and tasks. This process is used throughout the projects to establish and maintain a positive client relationship, mitigate risk, and meet or exceed client expectations.

- Appropriate planning, instructions, and helping to ensure that work programs and work papers adequately cover the areas and testing performed.
- Adherence to any laws, regulations, and government or industry standards that specify requirements.
- Procedures and required documentation for planning, execution, and wrap-up.
- Ongoing development and trainings.

Engagement Team

Brett Schwab, ASA, EA, MAAA, Principal and Lead Actuary, will oversee and review the actuarial work. His direct telephone number is 312-244-9022. He holds a Bachelor of Science degree in actuarial science, with high distinction from the University of Illinois, Urbana-Champaign. He is a member and meets all the qualification standards of the American Academy of Actuaries. He is also an Associate of the Society of Actuaries and an Enrolled Actuary under the Employee Retirement Income Security Act.

Delivering the services

Prior to the commencement of work, we will discuss with you and/or other management to establish the expected timeframe and the deliverables for Services listed above, including management's role and the additional resources allocated to the project.

Fees and payment terms

The fees for the requested services are outlined below. Note that if the District determines a particular service is not needed for a fiscal year, then we will not perform the analysis and the associated fee will not be invoiced.

The agreement will commence upon signature, and it will not expire unless earlier terminated. We shall each have the right to terminate the contract, in whole or in part, at any time without further obligation to the other.

Service	Fixed Fee
GASB 75 Valuation for period ending June 30, 2026	$4,500
GASB 75 Valuation for period ending June 30, 2027	$4,500
Next Cycle Renewal Option	
GASB 75 Valuation for period ending June 30, 2028	$4,750
GASB 75 Valuation for period ending June 30, 2029	$4,750

We will discuss with you circumstances that require us to do additional work which may include, but are not limited to, work to satisfy our obligations under applicable professional standards including additional fact gathering, analysis and preparation of disclosure forms, unforeseen scope changes, and late or incomplete client provided information. If it appears that the stated fee will be exceeded, we will consult with you before continuing with the engagement.

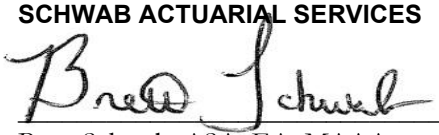
Agreed and accepted

The undersigned hereby agree to the terms and conditions as set forth above.

EL CAMINO REAL CHARTER HIGH SCHOOL

_____ Date: _____

SCHWAB ACTUARIAL SERVICES



_____ Date: July 18, 2025

Brett Schwab, ASA, EA, MAAA
Principal & Lead Actuary

Coversheet

Review and Vote on June and July 2025 Check Registers

Section: V. Finance
Item: A. Review and Vote on June and July 2025 Check Registers
Purpose: Vote
Submitted by:
Related Material: Agenda Item V.A.- June 2025 1761 General Check Register 2 of 4.pdf
Agenda Item V.A.- June 2025 Fundraising Acct Check Register 4 of 4.pdf
Agenda Item V.A.- June 2025 Checking Acct Check Register 1 of 4.pdf
Agenda Item V.A.- June 2025 ASB Acct Check Register 3 of 4.pdf
Agenda Item V.A. -July 2025 Checking Acc. Check Register-1 of 3.pdf.pdf
Agenda Item V.A. -July 2025 Fundraising Acc. Check Register-2 of 3.pdf
Agenda Item V.A. -July 2025 ASB Acc Check Register-3 of 3.pdf

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1761 A/P Account
June, 2025

Total $ 398,165.11

Name	Check Number	Date	Memo	Amount
1945 Brooks Transportation Inc.	20934	6/12/2025	Voided	-
3480 PenServ Plan Services	ACH250604-01	6/30/2025	403(B) Funding 06/01/25 - 0/30/25	$ 40,119.52
3922 Self Insured Schools of California	ACH250611-01	6/11/2025	SISC HEALTH-MAY 2025	$ 349,170.79
3480 PenServ Plan Services	ACH250618-01	6/30/2025	403(B) Funding 06/01/25 - 06/30/25	$ 804.00
Vazgen Manukyan	ACH250620-01	6/20/2025	Foreign Exchange Student Refund	$ 8,000.00
5255 PPLSI	ACH250626-01	6/30/2025	LEGALSHIELD - JUNE 2025 PAYROLL	$ 70.80

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Fundraising #1287
June, 2025

Total **$ 250.00**

Name	Check Number	Date	Memo	Amount
5778 Santa Monica College	0611	6/30/2025	2024-2025 Francisco Rodriguez Memorial Scholarship	$ 250.00

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
June, 2025

Total **$1,334,426.82**

Name	Check Number	Date	Memo	Amount
5736 Panera Bread	20894	6/3/2025	Professional Development Trays of Food (Administrative)	$ 4,041.73
3276 Hardwoods Specialty Products US LP	20895	6/4/2025	Voided	-
2127 Fence Factory Rentals	20896	6/4/2025	fencing and ADA toilets for graduation (Athletics)	$ 2,886.53
legal settlement	20897	6/4/2025	Final Legal Settlement CASE #2025040189	$ 2,300.00
2615 The Memory Project	20898	6/4/2025	The Memory Project participation fee for 2024-2025	$ 525.00
5735 YASIR WHITE	20899	6/4/2025	Voided	-
5400 Valley High School and Learning Center, Inc.(Dubnoff School)	20900	6/4/2025	02/25 Special Education Services (Charge of May)	$ 18,407.80
3922 Self Insured Schools of California	20901	6/4/2025	05/25 SISC Flex FSA Fees (General Operations)	$ 3,970.73
3358 RPS El Camino Real Charter HS Charles Schwab & Co, Inc.	20902	6/4/2025	05/25 403(B) Plan 2563-4428 Charles Schwab (retirement account)	$ 4,925.00
4285 Baron Championship Rings Ltd.	20903	6/5/2025	Boys soccer Championship rings	$ 9,247.28
2360 Mike Brown Grandstands, Inc.	20904	6/5/2025	bleachers for graduation ceremony (Counseling Office)	$ 55,290.00
4285 Baron Championship Rings Ltd.	20905	6/5/2025	Boys soccer Championship rings	$ 1,478.25
2293 LAUSD - Maintenance & Operations	20906	6/5/2025	Voided	-
2619 The Shredders	20906	6/16/2025	Voided	-
Legal Settlement	20907	6/5/2025	Legal Settlement	$ 8,380.00
2220 Ingraham Trophies and Gifts	20908	6/6/2025	Tennis Medals 2025	$ 43.23
2619 The Shredders	20909	6/6/2025	Shredding 04/30/25	$ 138.00
2014 CIF LA City Section	20910	6/6/2025	Voided	-
2014 CIF LA City Section	20911	6/6/2025	Voided	-
241 1 Marissa Dominguez	20912	6/17/2025	LACOE CREDENTIAL TRAINING	$ 62.44
2619 The Shredders	20913	6/12/2025	Shredding 02/25	$ 138.00
2125 FedEx	20914	6/12/2025	FedEx Express Services	$ 12.46
2164 Golden Star Technology, Inc	20915	6/17/2025	TECHNOLOGY SUPPLIES -HPE Foundation	$ 5,104.52
5735 YASIR WHITE	20916	6/9/2025	25 Question Music focus tests and indexed answer keys	$ 250.00
3139 SoCalGas	20917	6/9/2025	05/25 Gas Charges for Shoup Acct 163 513 3769 2	$ 21.98
4259 AT&T (CALNET)	20918	6/9/2025	05/25 INV# 000023512835 BAN#9391080027 Phone Line	$ 31.78
4259 AT&T (CALNET)	20919	6/9/2025	03/25, 05/25 INV#000023512833 BAN#9391080024 Phone Line	$ 63.42
4259 AT&T (CALNET)	20920	6/9/2025	05/25 INV#000023512834 BAN#9391080026 Phone Line	$ 39.93
3806 T-Mobile US, Inc.	20921	6/9/2025	WiFi Student Hot Spots	$ 400.00
3270 EWC California, Inc. (AAA Label Factory)	20922	6/10/2025	Voided	-
3276 Hardwoods Specialty Products US LP	20923	6/10/2025	wood for Vocational Arts	$ 7,216.95
1924 Birmingham Community Charter High School	20924	6/10/2025	West Valley League Track Meet	$ 333.33
2220 Ingraham Trophies and Gifts	20925	6/10/2025	Baseball Medals 2025	$ 78.90
1945 Brooks Transportation Inc.	20926	6/11/2025	Round Trip ECR to Grant HS Cross Country	$ 850.00
100 931203 Emilie Larew	20927	6/10/2025	LRP Special Education Legal Conference	$ 225.16
4618 The Home Depot Commercial Account	20928	6/11/2025	Woodshop Supplies	$ 310.68
2133 Flinn Scientific Inc.	20929	6/11/2025	Materials for Science Class	$ 523.09
3008 Sweetwater Sound Inc.	20930	6/11/2025	play production supplies	$ 422.58
2204 Herff Jones LLC	20931	6/11/2025	Diplomas	$ 71.99
2204 Herff Jones LLC	20932	6/11/2025	Cert Credit Comp	$ 6.26
1945 Brooks Transportation Inc.	20933	6/12/2025	Voided	-
1945 Brooks Transportation Inc.	20935	6/12/2025	Voided	$ -
1945 Brooks Transportation Inc.	20936	6/12/2025	Voided	-
1945 Brooks Transportation Inc.	20937	6/12/2025	Voided	-
3071 Gardena Valley News	20938	6/12/2025	Kings Courier Journalism Student Supplies	$ 1,287.04
2295 Law Offices of Young, Minney & Corr, LLP	20939	6/12/2025	Draft Closure Letter	$ 58.50
4767 M & S Technology Group, LLC (The Circle)	20940	6/12/2025	MPS (wireless color laser printer) Technology	$ 7,151.02
5523 Sherwin Williams	20941	6/13/2025	Spring 2025 Invoices (paints and coatings) Buildings and Grounds	$ 3,806.60
5127 MG Express Inc.	20942	6/13/2025	Field Trip Six Flags Magic Mountain -Science	$ 7,800.00
384 931140 Ryan Guinto	20943	6/13/2025	CITE Regional Meeting Mileage reimbursement	$ 202.20
3008 Sweetwater Sound Inc.	20944	6/16/2025	SWEETWATER SUPPLIES 3-13-25 (Drama)	$ 3,662.13

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
June, 2025

Total $1,334,426.82

Name	Check Number	Date	Memo	Amount
2426 Phase II Systems (Public Agency Retirement Services - PARS)	20945	6/16/2025	ARS-PARS FEES CA	$ 371.99
2223 Instructure, Inc	20946	6/16/2025	Canvas Cloud Subscription (Technology)	$ 36,720.00
5280 Roth Staffing Companies, LP	20947	6/16/2025	Ultimate Staffing Services	$ 808.07
5748 Fulton Psychological Group	20948	6/16/2025	03/25-0/5/25 Neurobehavioral Status Examination (Special Education)	$ 6,000.00
5395 Courtney Coffey	20949	6/16/2025	Voided	-
2133 Flinn Scientific Inc.	20950	6/16/2025	chemicals for independent study labs	$ 89.65
2619 The Shredders	20951	6/16/2025	Shredding	$ 339.00
5611 FKF ENTERTAINMENT INC	20952	6/16/2025	Improv Workshop	$ 1,000.00
3042 Project Lead The Way, Inc.	20953	6/16/2025	Instructional Student Supplies (Mathematics)	$ 2,400.00
5722 TEACHERS ON RESERVE	20954	6/17/2025	Strike Coverage 9th-12th grade (General Academic)	$ 41,029.92
3836 AT&T 6340	20955	6/20/2025	25-Jun 818 888-6340 249 (Phone Bill)	$ 449.29
3835 AT&T 9221	20956	6/20/2025	25-Jun 818 887-9221 130 (Phone Bill)	$ 896.80
1893 AT&T	20957	6/20/2025	05-Jun 818 887-7018 449 (Phone Bill)	$ 401.41
3822 AT&T 0810	20958	6/20/2025	25-Jun 818 716-0810 246 (Phone Bill)	$ 449.29
3823 AT&T 8815	20959	6/20/2025	25-June 818 884-8815 516 (Phone Bill)	$ 496.87
2068 Department of Justice (State of CA)	20960	6/20/2025	Fingerprint Apps	$ 64.00
5395 Courtney Coffey	20961	6/20/2025	May 2025 Coaching	$ 600.00
5413 Ridge Sports	20962	6/20/2025	Football Black & White Uniforms	$ 6,930.00
5571 Student Transportation of America	20963	6/20/2025	Field Trip Transportation for Multiple departments. Social Studies, Visual &Performing Art, Special Education.	$ 20,242.50
5759 ANTHEM SPORTS	20964	6/20/2025	Athlethic supplies -both girls and boys basketball	$ 1,783.26
5492 Broadway Works (Broadway Teaching Group)	20965	6/23/2025	Teachers Workshop July 15-17	$ 1,173.00
5729 Narasimhan Srinivasaraghavan	20966	6/23/2025	2025 SPED transportation Mileage Reissue	$ 1,249.97
3359 UTLA	20967	6/24/2025	05/25 UTLA Union Dues (General operations)	$ 18,419.52
5628 Brandon Holmes	20968	6/12/2025	11/21/24-12/6/24 Paycheck Reissue Check 502051	$ 1,245.63
2603 The AmGraph Group	20969	6/25/2025	2026 Permit Fee CLPB	$ 2,700.00
2068 Department of Justice (State of CA)	20970	6/25/2025	Fingerprint Apps 06/25	$ 96.00
293 1 Jesus Contreras	20971	6/25/2025	Reimbursement for Range Fees -Girls Golf	$ 112.00
4258 Arrae Promotions	20972	6/26/2025	English Department novels	$ 9,853.69
4619 Los Angeles County Metropolitan Transportation Authority	20973	6/26/2025	2023-2024 GoPass Fareless Program Fee (Counseling Offic)	$ 13,044.00
1947 BSN Sports LLC	20974	6/26/2025	Cart#13005823 LAX Balls	$ 286.66
4632 Spectrum Enterprise 7801	20975	6/26/2025	Acct#086084201 Enterprise Fiber line	$ 4,145.00
3276 Hardwoods Specialty Products US LP	20976	6/26/2025	Bank Fee for Returned Check	$ 25.00
2296 Alyssa Lee	20977	6/27/2025	Senior Awards (ASB General)	$ 7,199.00
2829 818 Cleaners	20978	6/27/2025	Dry Cleaning for Uniforms	$ 233.25
5707 SISC III-COBRA	20979	6/27/2025	06/25 Cobra Insurance Beto Vazquez	$ 1,563.45
5707 SISC III-COBRA	20980	6/27/2025	06/25 Cobra Insurance Diana Coosemans	$ 1,563.45
5707 SISC III-COBRA	20981	6/27/2025	06/25 Cobra Insurance Kathleen O'Connell	$ 1,587.93
5707 SISC III-COBRA	20982	6/27/2025	06/25 Cobra Insurance J.Roter	$ 1,587.93
4258 Arrae Promotions	20983	6/27/2025	Voided	-
5779 Beachside Golf Cars LLC	20984	6/30/2025	Golf Cars & Warranty (Buildings and Grounds)	$ 39,961.66
4258 Arrae Promotions	20985	6/27/2025	Voided	-
3833 AT&T 9132	20986	6/30/2025	Acct# 831-000-9132 154 5G Phone Line (Technology)	$ 3,573.44
2224 Interquest Detection Canines	20987	6/30/2025	Canine Inspection	$ 525.00
4877 Total Education Solutions (TES Therapy)	20988	6/30/2025	TES Therapy	$ 675.00
5707 SISC III-COBRA	20989	6/30/2025	06/25 COBRA Insurance, Daniel Zatarain	$ 103.83
5707 SISC III-COBRA	20990	6/30/2025	06/25 Health Benefits Continuation Plans, Joseph Hartley	$ 1,563.45
5707 SISC III-COBRA	20992	6/30/2025	06/25 COBRA Insurance, Jasmine Felton	$ 1,983.69
1945 Brooks Transportation Inc.	149657	6/12/2025	Voided	-
4065 U.S. Bank National Association	ACH20250618-1	6/18/2025	Credit Card Payment 06/2025	$ 71,549.75
4102 Allied Private Investigations & Security Services, LLC	ACH250602-01	6/2/2025	Security Services 4/30/2025	$ 55,184.50

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
June, 2025

Total $1,334,426.82

Name	Check Number	Date	Memo	Amount
2293 LAUSD - Maintenance & Operations	SPACH3234	6/3/2025	LAUSD Oversight Costs 5/29/2025 (ECRCHS Central)	$ 75,341.00
4343 Scoot Education Inc	SPACH3235	6/4/2025	4/23/25 Substitutes	$ 329.00
4343 Scoot Education Inc	SPACH3236	6/4/2025	4/16/25 Substitutes	$ 1,356.00
4343 Scoot Education Inc	SPACH3237	6/4/2025	5/7/25 Substitutes	$ 1,356.00
2551 Smart & Final	SPACH3238	6/4/2025	06/25 cooking supplies	$ 147.11
4343 Scoot Education Inc	SPACH3239	6/4/2025	5/14/25 Substitutes	$ 1,356.00
4343 Scoot Education Inc	SPACH3240	6/4/2025	5/21/25 Substitutes	$ 1,356.00
4343 Scoot Education Inc	SPACH3241	6/4/2025	4/30/25 Substitutes	$ 1,356.00
2293 LAUSD - Maintenance & Operations	SPACH3242	6/5/2025	Preventative maintenance April - May 2024	$ 53,798.28
4096 Lindsey C. Surendranath Granted, Inc	SPACH3243	6/5/2025	04/25 CTE Program Support	$ 2,400.00
4343 Scoot Education Inc	SPACH3244	6/6/2025	4/16/25 substitute teachers	$ 33,265.00
4000 American Fidelity Assurance Company	SPACH3245	6/6/2025	Supplemental Employee Benefits 06/2025	$ 3,014.76
4825 Mary M Bush	SPACH3246	6/6/2025	05/25 Counseling (Student Support Services) (General Operations)	$ 5,985.00
3827 College Board	SPACH3247	6/6/2025	Textbooks from 2023 -payment is being reissued due to check being returned	$ 66,176.79
3922 Self Insured Schools of California	SPACH3248	6/10/2025	05/25 CBR El Camino FSA	$ 745.50
4343 Scoot Education Inc	SPACH3249	6/11/2025	4/30/25 substitute teachers (Compliance Office)	$ 27,648.00
4343 Scoot Education Inc	SPACH3250	6/11/2025	5/14/25 substitute teachers (Compliance Office)	$ 42,303.00
4343 Scoot Education Inc	SPACH3251	6/13/2025	10/23/24 Substitutes teachers (Compliance Office)	$ 35,252.00
4767 M & S Technology Group, LLC (The Circle)	SPACH3252	6/13/2025	Printer Supplies	$ 1,184.75
2343 Judy McLean	SPACH3253	6/13/2025	May Payroll Service	$ 2,212.50
2295 Law Offices of Young, Minney & Corr, LLP	SPACH3254	6/13/2025	Month of May Legal	$ 19,228.66
5127 MG Express Inc.	SPACH3255	6/16/2025	Bus Transportation-Spring ca -ACADCA	$ 825.00
368 614681 Stephanie Franklin	SPACH3256	6/17/2025	Reimbursement for Acadeca	$ 794.17
4343 Scoot Education Inc	SPACH3257	6/17/2025	5/7/25 Substitutes teachers (Compliance Office)	$ 44,445.43
3922 Self Insured Schools of California	SPACH3258	6/17/2025	06/15 SISC Flex FSA Fees	$ 745.50
2164 Golden Star Technology, Inc	SPACH3259	6/18/2025	HPE Aruba ClearPass Policy Manager (Technology)	$ 14,601.92
2445 Piece of Mind Care Services	SPACH3260	6/18/2025	Students Support Services 05/25 (Special Education)	$ 75,582.00
3827 College Board	SPACH3261	6/18/2025	AP Capstone Virtual Training 2025	$ 1,075.00
2445 Piece of Mind Care Services	SPACH3262	6/23/2025	ELD Dept. Students Support Services 05/25	$ 4,356.25
4096 Lindsey C. Surendranath Granted, Inc	SPACH3263	6/24/2025	05/25 CTE Program Support	$ 2,400.00
2445 Piece of Mind Care Services	SPACH3264	6/25/2025	SpEd Services (Teacher, Aide, Aide-ElCo Continuation)	$ 13,153.50
2164 Golden Star Technology, Inc	SPACH3265	6/25/2025	Technology Consultant Services: Network Managed Services	$ 3,500.00
4704 Impact Philanthropy Group (Sage SoCal)	SPACH3266	6/25/2025	Mental health services (English)	$ 28,500.00
1833 Amazon	SPACH3267	6/25/2025	TECHNOLOGY OFFICE SUPPLIES	$ 80.17
1833 Amazon	SPACH3268	6/25/2025	OFFICE SUPPLIES	$ 110.74
24 912721 Rosalinda Montague	SPACH3269	6/25/2025	Reimbursement for Cell Signaling Lab	$ 75.44
1833 Amazon	SPACH3270	6/25/2025	CTE -COOKING MATERIALS	$ 671.74
1833 Amazon	SPACH3271	6/25/2025	technology supplies	$ 555.41
1833 Amazon	SPACH3272	6/25/2025	HEALTH OFFICE SUPPLIES	$ 533.91
1833 Amazon	SPACH3273	6/25/2025	SPED SUPPLIES	$ 291.74
5761 KOAMTAC	SPACH3274	6/26/2025	Samsung X 6pro cover	$ 1,948.20
2714 Chartwells Division Services	SPACH3275	6/30/2025	May-25	$ 145,288.84
2714 Chartwells Division Services	SPACH3276	6/30/2025	Apr-25	$ 103,725.32
1833 Amazon	SPACH3277	6/30/2025	Labs for AP Environmental	$ 50.31
4843 Convergeone, Inc.	SPACH3278	6/30/2025	Hardware for PA system Upgrade	$ 1,262.52

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
ASB Trust #1826
June, 2025

Total $ 91,270.16

Name	Check Number	Date	Memo	Amount
5424 Ameci Pizza	3362	6/4/2025	LUNCH for staff (Cross Country)	$ 256.82
5012 German Hernandez	3377	6/4/2025	Class of 2025 Banquet	$ 1,478.65
2035 Countdown Printables	3378	6/4/2025	Class of 2025: Double honor cords	$ 906.79
90 931012 Ziat Zahur	3379	6/4/2025	Voided	-
2853 First Class Events	3380	6/4/2025	Voided	-
2853 First Class Events	3381	6/4/2025	Prom 05/29/2025	$ 5,000.00
5217 LOC Enterprises LLC	3382	6/4/2025	Goalie gloves for soccer team	$ 589.88
1945 Brooks Transportation Inc.	3383	6/4/2025	Road Trip from EL Camino Real to Disney Land Park (Grad Class 2025)	$ 18,500.00
2067 Deny Sportswear	3384	6/4/2025	Girls soccer jerseys	$ 199.98
5424 Ameci Pizza	3385	6/4/2025	food for senior sunset	$ 1,124.45
5745 A'riyah Whitaker	3386	6/5/2025	Reimbursement for Student Event	$ 18.28
5072 Dees Tees and Travel Enterprises	3387	6/9/2025	Custom Lettering/Sizing (Cheerleaders)	$ 5,420.25
2014 CIF LA City Section	3388	6/10/2025	Dropped Sport Stunt Cheer Fine	$ 200.00
2014 CIF LA City Section	3389	6/10/2025	Cheer: Stunt/Game No Show 5/3/2025 Fines	$ 2,000.00
5743 Rashi Khanna	3390	6/4/2025	Reimbursement for Trip	$ 93.00
5730 Mohammad Ghatei	3391	6/4/2025	Reimbursement for Science Fair	$ 139.23
5739 Ria Sharma	3392	6/4/2025	Reimbursement for Graduation Cords	$ 41.66
170 1 CAMILLE KING	3393	6/4/2025	food and parking reimbursement	$ 213.85
5309 Pinstripes, Inc.	3394	6/5/2025	2025 Boys volleyball banquet	$ 568.91
5667 RICK HAYASHIDA	3395	6/5/2025	nothing bundt cake for sports banquet	$ 496.00
4285 Baron Championship Rings Ltd.	3396	6/6/2025	Boys soccer Championship rings	$ 5,475.01
4715 Golf Team Products	3397	6/6/2025	BOYS GOLF TEAM POLO SHIRTS	$ 515.00
93 931076 Richard Russell	3398	6/6/2025	BJ's Restaurant Softball Banquet 2025	$ 1,779.98
5091 Jesus Contreras	3399	6/9/2025	banquet 2025	$ 1,243.33
2444 Picture Perfect Graphics	3400	6/11/2025	Track and Field Banners	$ 744.60
2444 Picture Perfect Graphics	3401	6/11/2025	Personalize Heat Transfer Name	$ 85.00
2296 Alyssa Lee	3402	6/11/2025	Reimbursement for Boys Volleyball Purchases	$ 523.68
4964 Jason W Grider	3403	6/11/2025	Reimbursement for Boys Tennis Banquet	$ 951.93
2914 Bownet Sports- Traid Sports Group LLC	3404	6/11/2025	Softball Equipment Bownet	$ 1,003.86
3270 EWC California, Inc. (AAA Label Factory)	3405	6/11/2025	security stickers for graduation tickets	$ 1,056.60
5716 Alicia Benitez	3406	6/12/2025	Texas competition	$ 12.86
3753 Corinne Brennan	3407	6/13/2025	2025 Dance Show Musical Services	$ 700.00
5152 3Sixty Basketball	3408	6/13/2025	2025 Summer Classic Entry	$ 630.00
5749 UCSB Basketball Team Camp	3409	6/13/2025	Basketball Dorm Fee	$ 3,355.00
5750 Tyler Newman	3410	6/13/2025	Boys Basketball Conditioning May2-June 25	$ 1,600.00
5127 MG Express Inc.	3411	6/16/2025	4/15/25,4/19/25 Transportation (TRUST - NJROTC)	$ 3,300.00
4802 Sly Graphics Corp	3412	6/16/2025	ACADEMIC DECATHLON PEP RALLY - 5/1 10247	$ 275.62
5751 Haka Fine Crafted Hats	3413	6/16/2025	Hats for resale	$ 959.52
2067 Deny Sportswear	3414	6/16/2025	high gloss plaques	$ 267.54
5726 John Zavala	3415	6/16/2025	Voided	-
5760 Pacific Crest Youth Arts Organization	3416	6/18/2025	Leadership Camp Intensive	$ 1,480.00
5413 Ridge Sports	3417	6/20/2025	RIPF 1057 Football Black & White Uniforms	$ 4,686.00
2035 Countdown Printables	3418	6/23/2025	Baseball Spirit Apparel	$ 606.09
2035 Countdown Printables	3419	6/23/2025	Voided	-
2035 Countdown Printables	3420	6/23/2025	Softball MLK Tournament T-Shirt 2025	$ 163.59
2035 Countdown Printables	3421	6/24/2025	Merchandise to be sold at games (Football)	$ 2,147.25
5772 Darren Du	3422	6/24/2025	Voided	-
5771 Yash Singhal	3423	6/24/2025	Voided	-

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
ASB Trust #1826
June, 2025

Total $ 91,270.16

Name	Check Number	Date	Memo	Amount
5770 Enoch Chan	3424	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5769 Ashley Acosta	3425	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5768 Brendan Luna	3426	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5767 Zarah Zuhair	3427	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5766 Emily Simms	3428	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5765 Bahar Mirzajanzadeh	3429	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5764 Leanne Warren	3430	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
93 931076 Richard Russell	3431	6/24/2025	2025 Softball Senior Sashes	$ 318.81
5772 Darren Du	3432	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
5771 Yash Singhal	3433	6/24/2025	Refund ACADECA Students the prorata share of (Boys&Girls Club) Donation for $1,000	$ 111.11
26 109731 Kotaro Mukasa	3434	6/24/2025	Reimbursement for Competitions / Events for Robotics	$ 6,967.66
26 109731 Kotaro Mukasa	3435	6/24/2025	Reimbursement for Amazon orders for Robotics	$ 155.10
5754 Lilith Faucher	3436	6/25/2025	Reimbursement For Girls Lacrosse Banquet 2025	$ 432.03
4892 Impact Cheer & Tumbling	3437	6/25/2025	Voided	-
4892 Impact Cheer & Tumbling	3438	6/26/2025	Voided	-
4892 Impact Cheer & Tumbling	3439	6/26/2025	Voided	-
4892 Impact Cheer & Tumbling	3440	6/26/2025	Feb & June 2025 cheer practice	$ 602.00
5763 Gear Up Sports, Inc.	3441	6/26/2025	Men's racing singlet/top	$ 1,055.18
5763 Gear Up Sports, Inc.	3442	6/26/2025	Women's Track & Field Racing Singlets/Tops	$ 1,031.83
5424 Ameci Pizza	3443	6/26/2025	June 06 2025 Pizza for Student Council	$ 78.05
5482 Richard Hayashida	3444	6/27/2025	BSN Order#310549692 Trust Reimbursement	$ 930.44
2035 Countdown Printables	3445	6/30/2025	Senior Award/Cords (Grad Class 2025)	$ 4,320.86
5775 University of Hawaii	3446	6/30/2025	2024-2025 CSF Scholarship ID: 30267261	$ 1,000.00
5149 UC Regents (UCLA)	3447	6/30/2025	2024-2025 Brett Schmitt Scholarship, ID: 306587007	$ 1,500.00
59 109822 Lynsey R Shano	3448	6/30/2025	DONUTS FOR NEW INCOMING 9TH GRADERS STUDENT COUNCIL MEMBERS	$ 68.00
5783 Santa Clara University, Colleges of Arts and Sciences	3449	6/30/2025	2024-2025 CSF Scholarship, ID: 07700032465	$ 1,000.00

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
July, 2025

Total $1,200,374.33

Name	Check Number	Date	Memo	Amount
4258 Arrae Promotions	20991	7/2/2025	Novels 2025-2026 (English)	$ 6,566.06
4258 Arrae Promotions	20993	7/2/2025	3 Novels 2025-2026 (Cross Country)	$ 9,065.29
4914 Effectual Educational Consulting Services	20994	7/2/2025	Consulting Services	$ 550.00
4334 Administrative Services CO-OP Dba Yellow Cab	20995	7/2/2025	professional taxi and transportation services (Special Education)	$ 3,185.00
2426 Phase II Systems (Public Agency Retirement Services - PARS)	20996	7/2/2025	PARS ARS Fees 02/28/25	$ 373.31
2219 Cengage Learning Inc	20997	7/2/2025	ELD-English Learners books (English Language Development)	$ 8,207.38
3212 Respondus, Inc.	20998	7/2/2025	k-12 Lock Down Browser site (site License Renewal)	$ 4,345.00
3878 Edpuzzle, Inc.	20999	7/2/2025	2025-2026 Pro advanced classroom support tools (Technology)	$ 5,629.00
2164 Golden Star Technology, Inc	21000	7/2/2025	May 2025 GST FIRM fixed price service (Technology)	$ 3,500.00
5215 ITHAKA Harbors Inc.	21001	7/2/2025	2025-2026 JSTOR-Annual Access Fee	$ 1,560.00
4802 Sly Graphics Corp	21002	7/3/2025	balloons for graduation (Counseling Office)	$ 4,404.49
295 1 Heidi Hutson	21003	7/3/2025	Reimbursement for New York Film Conference	$ 628.59
3996 California Department of Education	21004	7/3/2025	25 SF-49226 cafeteria food service	$ 44.85
3806 T-Mobile US, Inc.	21005	7/3/2025	04/25, 07/25 - WiFi Student Hot Spots	$ 800.00
5707 SISC III-COBRA	21006	7/3/2025	07/25 Cobra Insurance, Joseph Hartley	$ 1,599.96
5773 Marketing Media Communication, Inc. (TruScore)	21007	7/3/2025	Custom Signs	$ 644.08
5472 Patrick Carew	21008	7/3/2025	Filming for graduation	$ 1,500.00
2215 Houghton Mifflin Harcourt	21009	7/3/2025	english learners materials (English Language Development)	$ 3,405.30
5446 Touch Graphix, Inc.	21010	7/3/2025	Outdoor Signage (Technology)	$ 5,619.48
5446 Touch Graphix, Inc.	21011	7/3/2025	Custom Mesh Windscreen	$ 1,314.00
2774 M&M Paper Co.	21012	7/3/2025	Paper Supply	$ 2,906.73
3353 ICON School Management	21013	7/7/2025	Charter School Consulting (June 2025 fee)	$ 3,500.00
4285 Baron Championship Rings Ltd.	21014	7/3/2025	Boys Volleyball Champ Rings 2025	$ 4,221.23
1947 BSN Sports LLC	21015	7/7/2025	Chair Caddie	$ 975.53
3907 Christy White Accountancy Corporation (Christy White, Inc.)	21016	7/8/2025	TAX Services	$ 1,600.00
5127 MG Express Inc.	21017	7/8/2025	AP Physics Field Trip to Knotts Berry Farm 2 buses -REISSUE	$ 3,600.00
4618 The Home Depot Commercial Account	21018	7/9/2025	06/25 Woodshop Supplies	$ 701.30
5784 AREY JONES EDUCATIONAL SOLUTIONS	21019	7/9/2025	EDUCATIONAL SOLUTIONS (rugged protection & Case) Technology	$ 14,581.39
5784 AREY JONES EDUCATIONAL SOLUTIONS	21020	7/9/2025	EDUCATIONAL SOLUTIONS Lenovo 300w Gen 5 laptops (Technology)	$ 377,090.00
3139 SoCalGas	21021	7/9/2025	06/25 Gas Charges for Shoup Acct 163 513 3769 2	$ 26.16
5080 Hye J Kim	21022	7/10/2025	06/2025-07/2025 Cheer Uniform Cleaning	$ 2,372.00
5071 Adam C Luna	21023	7/10/2025	25 Question Test	$ 600.00
2068 Department of Justice (State of CA)	21024	7/10/2025	10/24 Fingerprint Apps - Reissue	$ 160.00
5344 Henry Rosales	21025	7/11/2025	06/25 Gardening Invoice for Shoup	$ 1,000.00
295 1 Heidi Hutson	21026	7/11/2025	Reimbursement for Graduation Supplies	$ 356.44
5662 Christopher Hutson	21027	7/11/2025	Reimbursement supplies for the theater dept.	$ 52.40
2426 Phase II Systems (Public Agency Retirement Services - PARS)	21028	7/11/2025	4/30/25 Annual Asset Fee	$ 371.99
1945 Brooks Transportation Inc.	21029	7/14/2025	Transportation-JV Baseball El Camino vs Birmingham	$ 3,000.00
1945 Brooks Transportation Inc.	21030	7/14/2025	Football EL Camino VS Birmingham (Bus Field trip/Tournaments)	$ 4,500.00
1945 Brooks Transportation Inc.	21031	7/14/2025	Voided	-
1945 Brooks Transportation Inc.	21032	7/14/2025	Round Trip El Camino To Balboa Sports Center	$ 750.00
1945 Brooks Transportation Inc.	21033	7/15/2025	Round Trip El Camino to Birmingham	$ 750.00
338 715791 Eric Choi	21034	7/15/2025	Reservation fees	$ 346.25
3823 AT&T 8815	21035	7/15/2025	25-Jul 818 884-8815 516 (Phone Bill)	$ 507.77
3822 AT&T 0810	21036	7/15/2025	25-Jul 818 716-0810 2469 (Phone Bill)	$ 449.29
2091 AP fbo EdLogical Group Corp	21037	7/17/2025	Special Ed Services 05/25 9 (DHH, OT,APE FBA services)	$ 6,916.67
2091 AP fbo EdLogical Group Corp	21038	7/17/2025	Sped & Non-Special Edlogical Services 06/25	$ 3,339.00
2091 AP fbo EdLogical Group Corp	21039	7/17/2025	Special Ed Services 04/25 (DHH, OT,APE FBA services)	$ 7,056.50
2379 Mutual of Omaha	21040	7/17/2025	Voluntary Disability Insurance	$ 1,317.92

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
July, 2025

Total $1,200,374.33

Name	Check Number	Date	Memo	Amount
2009 Child and Family Guidance Center	21041	7/17/2025	05/25 & 06/25 Special Ed Services Northpoint	$ 5,171.14
5280 Roth Staffing Companies, LP	21042	7/17/2025	06/25 Temp for Business Office	$ 1,144.46
3601 AFSCME District Council 36	21043	7/17/2025	05/25 Union Dues	$ 2,076.36
5400 Valley High School and Learning Center, Inc.(Dubnoff School)	21044	7/18/2025	DUBNOFF Special Education Services 05/25	$ 22,221.60
5707 SISC III-COBRA	21045	7/18/2025	08/25 Diana Coosemans	$ 1,563.45
5707 SISC III-COBRA	21046	7/18/2025	08/25 Joseph Hartley	$ 1,563.45
5707 SISC III-COBRA	21047	7/18/2025	08/25 Kathleen O Connell	$ 1,587.93
3359 UTLA	21048	7/21/2025	06/25 United Teacher Los Angeles Union Dues (General Operations)	$ 18,419.52
5707 SISC III-COBRA	21049	7/18/2025	08/25 Beto Velasquez-cobra	$ 1,563.45
4914 Effectual Educational Consulting Services	21050	7/17/2025	Consulting Services	$ 110.00
3919 U.S Bank PARS Account #6746022400	21052	7/18/2025	05/25 #6746022400 PARS Contributions	$ 1,473.94
368 614681 Stephanie Franklin	21053	7/21/2025	Reimbursement for Supplies for ACADECA	$ 109.84
2091 AP fbo EdLogical Group Corp	21054	7/21/2025	Non-Special Edlogical IA services 05/25 (General Academic)	$ 19,175.00
2091 AP fbo EdLogical Group Corp	21055	7/21/2025	Non-Special Edlogical IA Services 04/25 (General Academic)	$ 15,346.50
1947 BSN Sports LLC	21056	7/21/2025	Girls Basketball Equipment	$ 2,360.80
215 1 SUSAN MOCHIRFATEMI	21057	7/22/2025	Foreign Language Supplies	$ 148.70
1947 BSN Sports LLC	21058	7/22/2025	Cart# 13586610 FB Field Equip	$ 718.50
386 931007 Melissa Harr	21059	7/22/2025	TAP Transit Fare Services	$ 129.75
2395 Nettime Solutions LLC	21060	7/22/2025	2025-2026 stratustime Monthly Subscription	$ 600.00
5793 Entertainment Industry Professionals Mentoring Alliance Incorporated	21061	7/22/2025	Careers in entertainment Sound & Film event	$ 1,800.00
2659 Varsity Spirit Fashions	21062	7/22/2025	CHEER UNIFORM	$ 10,380.16
3836 AT&T 6340	21063	7/22/2025	25-Jul 818 888-6340 249 (Phone Bill)	$ 449.29
1893 AT&T	21064	7/22/2025	25-Jul 818 887-7018 449 (Phone Bill)	$ 401.41
3835 AT&T 9221	21065	7/22/2025	25-Jul 818 887-9221 130 (Phone Bill)	$ 896.80
5707 SISC III-COBRA	21066	7/22/2025	08/25 Cobra Insurance Jasmine Felton	$ 1,983.69
2659 Varsity Spirit Fashions	21067	7/23/2025	Order 50301812 CHEER UNIFORM	$ 3,309.18
368 614681 Stephanie Franklin	21068	7/24/2025	Academic Decathlon (Hollywood Bowl Group Services)	$ 604.00
5451 Numerically Automated Cutting Systems, LLC dba ShopSabre	21069	7/24/2025	inv 51524 Facility Upgrades	$ 1,950.73
5198 Cintas Corporation No. 2 (Cintas Fire Protection)	21070	7/24/2025	07/25 INV 0F19178735 monitoring of fire system	$ 234.00
2288 LADWP	21072	7/24/2025	25-Jun Shoup Utilities (LADWP June Bill)	$ 8,148.33
4632 Spectrum Enterprise 7801	21073	7/24/2025	07/25 Enterprise Fiber line	$ 1,716.50
2619 The Shredders	21074	7/24/2025	06/25 inv CINV-070110 Shredding	$ 272.00
5318 Stacey Vangelisti	21075	7/24/2025	Cheer Dance Certifications	$ 123.00
2068 Department of Justice (State of CA)	21076	7/24/2025	Fingerprint Apps 01/2025	$ 320.00
2068 Department of Justice (State of CA)	21077	7/24/2025	Fingerprint Apps 02/25	$ 256.00
2832 Apple Inc.	21078	7/24/2025	Instructional Items (Drama)	$ 3,861.62
5236 Accelerate Education Incorporated	21079	7/24/2025	Accelerate invoice 25-26 (Independent Study)	$ 22,711.00
5794 The Reading Warehouse inc	21080	7/25/2025	INV 238629 Books (English)	$ 9,846.12
5796 Bloom Software Inc dba Thrively	21081	7/25/2025	Subscription for Trively Pro (Administrative)	$ 9,000.00
4292 Telemedia Trainco Holdings LLC (eFoodHandlers)	21082	7/25/2025	INV T-47270 Food Handlers 2025	$ 1,850.00
5707 SISC III-COBRA	21083	7/29/2025	Voided	-
5707 SISC III-COBRA	21084	7/29/2025	00/00 Cobra Insurance	$ 103.83
5707 SISC III-COBRA	21085	7/29/2025	08/25 Cobra Insurance	$ 1,587.93
4843 Convergeone, Inc.	21086	7/30/2025	Hardware for PA system Upgrade	$ 2,475.76
2426 Phase II Systems (Public Agency Retirement Services - PARS)	21087	7/30/2025	03/25 inv 57826 PARS ARS Fees	$ 371.99
5747 Bloom and Flourish	21088	7/30/2025	Voided	-
268 1 Nicole Gamez	21089	7/30/2025	Annual FCS Leadership and Management con + Food reimbursement (cooking class)	$ 814.28
5747 Bloom and Flourish	21090	7/30/2025	flowers for graduation stage	$ 1,208.07
3601 AFSCME District Council 36	21091	7/30/2025	06/25 Union Dues	$ 1,733.03

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
July, 2025

Total $1,200,374.33

Name	Check Number	Date	Memo	Amount
2426 Phase II Systems (Public Agency Retirement Services - PARS)	21092	7/30/2025	Voided	-
3919 U.S Bank PARS Account #6746022400	21093	7/30/2025	06/25 6746022400 PARS Contributions	$ 5,239.00
5198 Cintas Corporation No. 2 (Cintas Fire Protection)	21094	7/31/2025	2025 5-Year Inspection	$ 2,510.75
2683 Wenger Corporation	21095	7/31/2025	Voided	-
2683 Wenger Corporation	21096	7/31/2025	Color Guard ERP PO0510 (Audio,Visual,Performing)	$ 28,327.34
3907 Christy White Accountancy Corporation (Christy White, Inc.)	21097	7/31/2025	2024-2025 School Audit (General Operations)	$ 5,370.75
4419 Palmer Hamilton LLC	21098	7/31/2025	Tech Supplies (Technology)	$ 5,279.41
5729 Narasimhan Srinivasaraghavan	21099	7/31/2025	3/13/25-6/18/25 Mileage Reimbursement- SPED	$ 533.12
5395 Courtney Coffey	21100	7/31/2025	Voided	-
2107 Enome, Inc. (Goalbook)	21521	7/18/2025	SPED-GOAL BOOK MEMBERSHIP (full goalbook toolkit access)	$ 11,135.00
4343 Scoot Education Inc	SPACH3279	7/2/2025	6/4/25 inv 124420 Substitutes	$ 1,356.00
4343 Scoot Education Inc	SPACH3280	7/2/2025	5/28/25 Substitutes (Compliance Office)	$ 40,132.00
2551 Smart & Final	SPACH3281	7/2/2025	07/25 cooking supplies	$ 108.25
4343 Scoot Education Inc	SPACH3282	7/2/2025	6/17/25 Substitutes (Compliance Office)	$ 3,858.00
4343 Scoot Education Inc	SPACH3283	7/2/2025	6/25/25 Substitutes (Compliance Office)	$ 3,559.00
4343 Scoot Education Inc	SPACH3284	7/2/2025	6/11/25 inv 125293 Substitutes	$ 1,356.00
4343 Scoot Education Inc	SPACH3285	7/2/2025	6/4/25 inv 124421 Substitutes (Compliance Office)	$ 28,781.00
1833 Amazon	SPACH3286	7/3/2025	DRAMA CONSRUCTION SUPPLIES	$ 655.01
4249 Infinity Communications & Consulting, Inc	SPACH3287	7/3/2025	E rate Consulting Service fee for FY2026 (Technology)	$ 4,700.00
3922 Self Insured Schools of California	SPACH3288	7/3/2025	06/30 SISC Flex FSA Fees (General Operations)	$ 3,590.73
1833 Amazon	SPACH3289	7/3/2025	CLASSROOM SUPPLIES (Counseling Office)	$ 362.19
4102 Allied Private Investigations & Security Services, LLC	SPACH3290	7/4/2025	ELC 2505 Security Services 05/25	$ 68,418.75
1833 Amazon	SPACH3291	7/7/2025	Drama back room construction	$ 16,122.46
1833 Amazon	SPACH3292	7/7/2025	drama construction supplies	$ 4,918.27
1833 Amazon	SPACH3293	7/7/2025	DRAMA CONSRUCTION SUPPLIES	$ 2,037.50
1833 Amazon	SPACH3294	7/7/2025	DRAMA CONSRUCTION SUPPLIES	$ 768.52
4343 Scoot Education Inc	SPACH3295	7/9/2025	5/21/25 inv 122092 Substitutes (Compliance Office)	$ 45,504.00
3358 RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	SPACH3296	7/9/2025	06/25 403(B) Plan 2563-4428 Charles Schwab	$ 4,925.00
4343 Scoot Education Inc	SPACH3297	7/9/2025	5/28/25 inv 123669 Substitutes (Compliance Office)	$ 1,356.00
4343 Scoot Education Inc	SPACH3298	7/9/2025	6/11/25 inv 125294 Substitutes (Compliance Office)	$ 32,738.00
4102 Allied Private Investigations & Security Services, LLC	SPACH3299	7/11/2025	INV ELC 2505 A Security Services 05/25	$ 3,409.00
3275 GoTo Communications, Inc.	SPACH3300	7/15/2025	06/25 VOIP monthly Phone system June & July (Technology)	$ 5,410.47
4343 Scoot Education Inc	SPACH3301	7/15/2025	7/9/25 inv 126724 Substitutes	$ 5,802.00
4343 Scoot Education Inc	SPACH3302	7/15/2025	7/1/25 inv 126648 Substitutes	$ 6,131.00
2343 Judy McLean	SPACH3303	7/16/2025	Payroll Services 06/25	$ 2,037.50
2222 Inspire Communication, Inc	SPACH3304	7/16/2025	Speech-Language Services 06/25	$ 4,930.00
5304 SCHEIB Pest Solutions inc	SPACH3305	7/16/2025	Pest Solution inspections	$ 2,915.00
5789 Positive Promotions	SPACH3306	7/17/2025	Order 63499070 Staff Totes and Tees (Administrative)	$ 8,366.08
2222 Inspire Communication, Inc	SPACH3307	7/18/2025	Speech-Language Services	$ 1,530.00
2445 Piece of Mind Care Services	SPACH3308	7/18/2025	INV 000001 Graduation Hours	$ 376.25
5789 Positive Promotions	SPACH3309	7/18/2025	Order 63499070 Staff Totes and Tees balance	$ 616.95
2893 AWS (Amazon Web Services)	SPACH3310	7/18/2025	Administrative Subscription 05/25	$ 2,072.17
2222 Inspire Communication, Inc	SPACH3311	7/18/2025	Speech-Language Services 05/25	$ 19,380.00
2893 AWS (Amazon Web Services)	SPACH3312	7/18/2025	Administrative Subscription 06/25	$ 2,109.00
2714 Chartwells Division Services	SPACH3313	7/18/2025	INV 4034900228 Meals (Unhoused Student Meal)	$ 691.92
2714 Chartwells Division Services	SPACH3314	7/18/2025	INV 4034900230 Meals(Unhoused Student Meal)	$ 329.13
2714 Chartwells Division Services	SPACH3315	7/18/2025	INV 4034900233 Meals (Unhoused Student Meal))	$ 315.78
2445 Piece of Mind Care Services	SPACH3316	7/24/2025	ELD Dept. Students Support Services 06/25	$ 1,402.50

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Account: 1796 A/P Account
July, 2025

Total **$1,200,374.33**

Name	Check Number	Date	Memo	Amount
5109 Harris School Solutions, a division of N. Harris Computer Corporation	SPACH3317	7/24/2025	ETRMN0004513 POS Cafeteria Subscription Annual	$ 3,075.28
4343 Scoot Education Inc	SPACH3318	7/24/2025	7/16/25 Substitutes	$ 4,785.00
2404 Northwest Evaluation Association (NWEA)	SPACH3319	7/25/2025	INV 833076 Map Growth & Science OverrageYR 2025	$ 7,317.50
5227 Niche.com, Inc.	SPACH3320	7/25/2025	K-12 Standout Package	$ 4,247.50
2295 Law Offices of Young, Minney & Corr, LLP	SPACH3321	7/25/2025	Legal Services 07/03/25	$ 11,817.29
3042 Project Lead The Way, Inc.	SPACH3322	7/25/2025	Participation fee for 2025-2026	$ 5,400.00
2295 Law Offices of Young, Minney & Corr, LLP	SPACH3323	7/25/2025	Legal Services 07/03/25	$ 141.00
3775 Splashtop Inc.	SPACH3324	7/25/2025	SOS unlimited 2025-2026	$ 1,793.27
2293 LAUSD - Maintenance & Operations	SPACH3325	7/29/2025	Facilities M & O maintenabce Services performed at ECRCHS Q4 FY 2024-2025	$ 77,974.38
5522 FTTF Holdings, LLC dba First to the Finish	SPACH3326	7/30/2025	SI-775852, SI-775701 & SI-775838 P00386 Track & Field Equipment	$ 1,233.53
5478 Nielsen-Kellerman Co.	SPACH3327	7/30/2025	INV 0534182-IN Reissue	$ 873.81
3922 Self Insured Schools of California	SPACH3328	7/31/2025	07/15 SISC Flex FSA Fees	$ 365.50

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
Fundraising #1287
July, 2025

Total $ 503.71

Name	Check Number	Date	Memo	Amount
2714 Chartwells Division Services	612	7/17/2025	INV 4034900227 Teacher Bagel Day	$ 503.71

EL CAMINO REAL CHARTER HIGH SCHOOL
CHECK REGISTER
ASB Trust #1826
July, 2025

Total **$ 48,971.78**

Name	Check Number	Date	Memo	Amount
5777 Mount Saint Mary University	3450	7/3/2025	2024-2025 Aquatics Scholarship, ID: 0817523	$ 1,200.00
5776 Johns Hopkins University	3451	7/3/2025	2024-2025 Aquatics Scholarship, ID: EC30FE	$ 1,200.00
5786 University of Southern California (USC)	3452	7/3/2025	2024-2025 Milt Goffman Scholarship, ID: 7323973815	$ 1,500.00
5726 John Zavala	3453	7/3/2025	2025 Championship rings - Reissue	$ 8,119.31
2578 Stonefire Grill	3455	7/3/2025	2025 Girls Lacrosse Banquet Food	$ 762.98
5785 California Polytechnic University	3454	7/3/2025	2024-2025 Aquatics Scholarship, ID: 031683502	$ 1,200.00
90 931012 Ziat Zahur	3457	7/7/2025	2025 Graduation honor cords	$ 141.60
1947 BSN Sports LLC	3456	7/7/2025	inv 930038822 Football T-Shirts	$ 5,439.98
1947 BSN Sports LLC	3458	7/9/2025	inv 930038841 Zip Crew	$ 480.42
1947 BSN Sports LLC	3459	7/9/2025	inv 930038835 Black Zip Crew	$ 360.31
5787 Allison Joseph	3461	7/10/2025	2025 Reimbursement for Softball JV Banquet	$ 721.00
5262 Veronica Ocana	3463	7/10/2025	INV 2530 Student Council Hoodies	$ 324.86
2035 Countdown Printables	3465	7/10/2025	INV 33003-01 Alumni Shirts	$ 6,909.32
170 1 CAMILLE KING	3466	7/11/2025	Reimbursement for Fresno CIF Track and Field State meet	$ 212.27
5774 Impact Graphics	3467	7/14/2025	INV 000367 Girls Basketball Practice Jerseys	$ 938.44
5424 Ameci Pizza	3468	7/14/2025	05/30/24 Spring Athletic Luncheon/Brunch	$ 450.52
5788 University of California Davis	3460	7/16/2025	2024-2025 CSF Scholarship, Jayden Morita, ID: 924829448	$ 1,000.00
26 109731 Kotaro Mukasa	3469	7/18/2025	Reimbursement for Robotics Trip Hotel	$ 219.90
5262 Veronica Ocana	3470	7/21/2025	AB 29 PRINTING Hoodies & Tshirts(TRUST - Student Council)	$ 6,635.96
26 109731 Kotaro Mukasa	3471	7/22/2025	Flights for Robotics Event	$ 2,591.40
120890 Alyssa Lee 120890 Alyssa Lee	3472	7/24/2025	Boys Volleyball Tournament Travel	$ 380.92
5482 Richard Hayashida	3473	7/30/2025	REIMBURSEMENT FOR RIDDELL EQUIPMENT	$ 7,300.55
4265 Grand G&G Inc.	3474	7/31/2025	inv 101817 Student Store Snack Inventory	$ 882.04

Coversheet

Review and Vote on June and July 2025 Credit Card Statements

Section: V. Finance
Item: B. Review and Vote on June and July 2025 Credit Card Statements
Purpose: Vote
Submitted by:
Related Material: Agenda Item V.B. -July 2025 Credit Card Details.pdf
Agenda Item V.B. -July 2025 Credit Card Statement.pdf
Agenda Item V.B. -June 2025 Credit Card Details.pdf
Agenda Item V.B. -June 2025 Credit Card Statement.pdf

ECRCHS
CREDIT CARD DETAILS
July 2025

Total Amount	$	27,754.87

Vendor	Date	PO#	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
FACEBK *XCVMHU8SQ2	6/30/2025	P00164	Marketing	DAVID HUSSEY	R.Covarrubias	$499.02	General Technology	General Technology
FACEBK *ZBBJYTURQ2	6/30/2025	P00164	Marketing	DAVID HUSSEY	R.Covarrubias	$54.67	General Technology	General Technology
GOOGLE*CLOUD 5DZ5DH	7/1/2025	P00164	Marketing	DAVID HUSSEY	R.Covarrubias	$104.14	General Technology	General Technology
FIVERR *	7/2/2025	PO0517	Technology Board Minutes	DAVID HUSSEY	R.Guinto	$168.80	General Technology	General Technology
FIVERR *	7/2/2025	PO0517	Technology Board Minutes	DAVID HUSSEY	R.Guinto	$137.15	General Technology	General Technology
MAILCHIMP	7/12/2025	PO11446	Clerical	DAVID HUSSEY	R.Covarrubias	$425.00	General Technology	General Technology
ALGOLIA 2U2507706326	7/13/2025	PO12278	Technology Board Minutes	DAVID HUSSEY	R.Guinto	$162.50	General	General
CIVILIAN HOTEL NYC	7/18/2025	PO12651	Drama New York /confrence	DAVID HUSSEY	H.Hutson	$1,789.21	General Operations	General Operations
FACEBK *NLVXSV8SQ2	7/18/2025	P00164	Marketing	DAVID HUSSEY	R.Covarrubias	$900.00	General Technology	General Technology
METRICS GROUP LLC	7/19/2025	PO12768	Technology Board Minutes	DAVID HUSSEY	R.Guinto	$300.00	General Technology	General Technology
FIVERR *	7/21/2025	PO0517	Technology Board Minutes	DAVID HUSSEY	R.Guinto	$66.80	General Technology	General Technology
					Hussey Total	$4,607.29		

ECRCHS
CREDIT CARD DETAILS
July 2025

Vendor	Date	PO#	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
SMARTANDFINAL 409	6/25/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$105.39	General	General
THE HOME DEPOT #6632	6/27/2025	PO12674	Drama /Theater	GREGORY WOOD	c.hutson	$615.19	PROP28	PROP28
YOUCANBOOK.ME	6/28/2025	PO11946	Clerical scheduling	GREGORY WOOD	A.Rios	$134.40	General	General
NASSP PRODUCT & SERVICE	6/30/2025	PO12768	Students Graduation supply	GREGORY WOOD	M.RAYZOR	-$421.99	9150-trust	9150-trust
THE HOME DEPOT #1070	7/1/2025	PO12768	Drama /Theater	GREGORY WOOD	c.hutson	$1,880.27	PROP28	PROP28
RYDIN.COM	7/1/2025	PO00577	Human Resource Parking Passes	GREGORY WOOD	R.Castaneda	$396.04	General	General
SMARTANDFINAL 409	7/1/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$225.68	CTE	CTE
SMARTSHEET INC.	7/1/2025	PO12768	Business Office / software	GREGORY WOOD	J.Verduzco	$108.00	General	General
THE HOME DEPOT #0612	7/3/2025	PO12678	Drama /Theater	GREGORY WOOD	c.hutson	$913.54	PROP28	prop28
UCR-UNEX	7/4/2025	PO12768	Teachers Course Social Studies	GREGORY WOOD	M.RAYZOR	$650.00	General	General
NYLAS	7/5/2025	PO11446	technology subscription	GREGORY WOOD	R.Guinto	$495.78	General Technology	General Technology
THE HOME DEPOT #0612	7/7/2025	PO12674	Drama /Theater	GREGORY WOOD	c.hutson	$1,088.18	PROP28	PROP28
THE HOME DEPOT #1070	7/7/2025	PO12674	Drama /Theater	GREGORY WOOD	c.hutson	$934.30	PROP28	PROP28
365 DISPOSAL AND RECYCLIN	7/7/2025	PO12671	Theater Cleaning	GREGORY WOOD	c.hutson	$575.00	PROP28	PROP28
THE HOME DEPOT #6644	7/7/2025	PO12674	Drama /Theater	GREGORY WOOD	c.hutson	$547.65	PROP28	PROP28
365 DISPOSAL AND RECYCLIN	7/7/2025	PO12671	Theater Cleaning	GREGORY WOOD	c.hutson	$500.00	PROP28	PROP28
AGUAVIDA PREMIUM WATER	7/7/2025	PO11946	All staff water	GREGORY WOOD	g.paez	$347.90	General	General
HOMEDEPOT.COM	7/8/2025	PO00218	Buildings & Grounds supply	GREGORY WOOD	c.canales	$1,211.23	General Operations	General Operations
SMARTANDFINAL 409	7/8/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$548.96	CTE	CTE
THE HOME DEPOT #0612	7/8/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	-$383.02	General Operations	General Operations
HOMEDEPOT.COM	7/8/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$163.53	General Operations	General Operations
HOMEDEPOT.COM	7/8/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$55.12	General Operations	General Operations
HOMEDEPOT.COM	7/9/2025	P0218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$350.10	General Operations	General Operations
HOMEDEPOT.COM	7/9/2025	P00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$318.23	General Operations	General Operations
HOMEDEPOT.COM	7/9/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$262.30	General Operations	General Operations
HOMEDEPOT.COM	7/9/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$241.44	General Operations	General Operations
HOMEDEPOT.COM	7/9/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$71.12	General Operations	General Operations

ECRCHS
CREDIT CARD DETAILS
July 2025

Vendor	Date	PO#	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
THE HOME DEPOT #1070	7/10/2025	PO00218	Buildings & Grounds supply - repair	GREGORY WOOD	c.canales	$536.97	General Operations	General Operations
THE HOME DEPOT #6632	7/10/2025	PO00218	Buildings & Grounds supply- tools	GREGORY WOOD	c.canales	$415.92	General Operations	General Operations
HOMEDEPOT.COM	7/11/2025	PO00218	Buildings & Grounds supply - tools	GREGORY WOOD	c.canales	$4,203.41	General Operations	General Operations
HOMEDEPOT.COM	7/11/2025	PO12674	Drama /Theater construction	GREGORY WOOD	c.hutson	$2,732.78	PROP28	PROP28
365 DISPOSAL AND RECYCLIN	7/14/2025	PO12671	Drama /Theater	GREGORY WOOD	c.hutson	-$500.00	PROP28	PROP28
SMARTANDFINAL 409	7/15/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$378.03	CTE	CTE
THE HOME DEPOT #6644	7/18/2025	P00218	uildings & Grounds supply -repair	GREGORY WOOD	c.canales	-$547.65	General	General
GOTOTAGS STORE	7/18/2025	PO0052	Technology Supplies	GREGORY WOOD	J.ADAMS	$400.02	General Technology	General Technology
365 DISPOSAL AND RECYCLIN	7/19/2025	PO12674	Drama /Theater construction	GREGORY WOOD	H.Hutson	$575.00	PROP28	PROP28
365 DISPOSAL AND RECYCLIN	7/19/2025	PO12671	Drama /Theater construction	GREGORY WOOD	H.Hutson	$500.00	PROP28	PROP28
SMARTANDFINAL 409	7/19/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$295.19	CTE	CTE
AGUAVIDA PREMIUM WATER	7/21/2025	PO11946	All staff water	GREGORY WOOD	g.paez	$347.90	General	General
SMARTANDFINAL 409	7/22/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$280.83	CTE	CTE
SMART AND FINAL 324	7/22/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$245.65	CTE	CTE
GOTOTAGS STORE	7/23/2025	P0052	Technology Supplies	GREGORY WOOD	J.ADAMS	$639.77	General Technology	General Technology
THE HOME DEPOT #1070	7/23/2025	PO0218	Buildings & Grounds supply	GREGORY WOOD	c.canales	$355.51	General Operations	General Operations
SMARTANDFINAL 409	7/24/2025	PO11443	CTE/ Pantry Restock	GREGORY WOOD	N.Gamez	$353.91	CTE	CTE
					Wood Total	$23,147.58		

P.O. BOX 6343
FARGO ND 58125-6343

ACCOUNT NUMBER	4866 9145 5552 6539
STATEMENT DATE	07-25-2025
AMOUNT DUE	$28,176.86
NEW BALANCE	$28,176.86

PAYMENT DUE ON RECEIPT

000002408 01 SP 106481448506061 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 002817686 002817686

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

EL CAMINO REAL CHS 4866 9145 5552 6539	Previous Balance	+ Purchases And Other Charges	+ Cash Advances	+ Cash Advance Fees	+ Late Payment Charges	- Credits	- Payments	= New Balance
Company Total	$32,775.70	$29,607.53	$0.00	$.00	$0.00	$1,852.66	$32,353.71	$28,176.86

CORPORATE ACCOUNT ACTIVITY

EL CAMINO REAL CHS
4866-9145-5552-6539

TOTAL CORPORATE ACTIVITY
$32,353.71CR

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-07	07-07	74798265188518800019502	PAYMENT-THANK YOU Q	32,353.71 PY

NEW ACTIVITY

DAVID HUSSEY
4866-9110-0013-3507

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$4,607.29	$0.00	$4,607.29

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-30	24204295181001003465092	FACEBK *XCVMHU8SQ2 650-5434800 CA	499.02
07-01	06-30	24204295181002701011063	FACEBK *ZBBJYTURQ2 650-5434800 CA	54.67
07-02	07-01	24803945183920001691552	GOOGLE*CLOUD 5DZ5DH CC GOOGLE.COM CA	104.14
07-03	07-02	24036295183716445179272	FIVERR * 954-368-2267 NY	137.15
07-03	07-02	24036295183744444746826	FIVERR * 954-368-2267 NY	168.80

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER

4866-9145-5552-6539

STATEMENT DATE	DISPUTED AMOUNT
07/25/25	.00

SEND BILLING INQUIRIES TO:

U.S. Bank National Association

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

AMOUNT DUE

28,176.86

ACCOUNT SUMMARY

PREVIOUS BALANCE	32,775.70
PURCHASES & OTHER CHARGES	29,607.53
CASH ADVANCES	.00
CASH ADVANCE FEES	.00
LATE PAYMENT CHARGES	.00
CREDITS	1,852.66
PAYMENTS	32,353.71
ACCOUNT BALANCE	**28,176.86**

Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 07-25-2025

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount	
07-14	07-13	24011345194100090922063	ALGOLIA 2U2507706326 ALGOLIA.COM CA	162.50	
07-14	07-12	24793385193000303637071	MAILCHIMP 678-9990141 GA	425.00	
07-21	07-19	24000775200100021862332	METRICS GROUP LLC FORM-METRICS. FL	300.00	
07-21	07-18	24204295199000305080021	FACEBK *NLVXSV8SQ2 650-5434800 CA	900.00	
07-21	07-18	24793385200002470172024	CIVILIAN HOTEL NYC 646-6928022 NY	1,789.21	
07-22	07-21	24036295202744048875424	FIVERR * 954-368-2267 NY	66.80	

GREGORY WOOD
4866-9133-3444-7280

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$1,852.66	$25,000.24	$0.00	$23,147.58

Post Date	Tran Date	Reference Number	Transaction Description	Amount	
06-26	06-25	24231685176385122003108	SMARTANDFINAL 409 510-851-8548 CA	105.39	
06-30	06-27	24943015179010199102510	THE HOME DEPOT #6632 WOODLAND HLS CA	615.19	
06-30	06-28	74208475180100011108338	YOUCANBOOK.ME BEDFORD	134.40	
07-02	06-30	74906415181232774508410	NASSP PRODUCT & SERVICE 703-8600200 VA	421.99	CR
07-02	07-01	24000775183100006608511	RYDIN.COM RYDINNEWSITE. IL	396.04	
07-02	07-01	24011345183100013958767	SMARTSHEET INC. SMARTSHEET.CO WA	108.00	
07-02	07-01	24231685182391959005721	SMARTANDFINAL 409 510-851-8548 CA	225.68	
07-03	07-01	24943015183010206054872	THE HOME DEPOT #1070 WEST HILLS CA	1,880.27	
07-07	07-05	24064665187100004661241	NYLAS NYLAS.COM CA	495.78	
07-07	07-04	24391215185134678038477	UCR-UNEX 951-827-3209 CA	650.00	
07-07	07-07	24692165188106204491297	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90	
07-07	07-03	24943015185010203554393	THE HOME DEPOT #0612 CANOGA PARK CA	913.54	
07-08	07-07	24013395188001379004014	365 DISPOSAL AND RECYCLIN 888-4830836 CA	575.00	
07-08	07-07	24013395188001379004030	365 DISPOSAL AND RECYCLIN 888-4830836 CA	500.00	
07-09	07-08	24231685189399804004073	SMARTANDFINAL 409 510-851-8548 CA	548.96	
07-09	07-07	24943015189010181280264	THE HOME DEPOT #6644 PANORAMA CITY CA	547.65	
07-09	07-07	24943015189010200549350	THE HOME DEPOT #0612 CANOGA PARK CA	1,088.18	
07-09	07-07	24943015189010202813093	THE HOME DEPOT #1070 WEST HILLS CA	934.30	
07-10	07-08	74943015190010203626157	THE HOME DEPOT #0612 CANOGA PARK CA	383.02	CR
07-10	07-08	24943015190010187127078	HOMEDEPOT.COM 800-430-3376 GA	1,211.23	
07-10	07-08	24943015190010189101055	HOMEDEPOT.COM 800-430-3376 GA	163.53	
07-10	07-08	24943015190010190159621	HOMEDEPOT.COM 800-430-3376 GA	55.12	
07-11	07-09	24943015191010187138462	HOMEDEPOT.COM 800-430-3376 GA	318.23	
07-11	07-09	24943015191010187231499	HOMEDEPOT.COM 800-430-3376 GA	71.12	
07-11	07-09	24943015191010188128942	HOMEDEPOT.COM 800-430-3376 GA	241.44	
07-11	07-09	24943015191010188299495	HOMEDEPOT.COM 800-430-3376 GA	262.30	
07-11	07-09	24943015191010190033163	HOMEDEPOT.COM 800-430-3376 GA	350.10	
07-14	07-10	24943015192010198576600	THE HOME DEPOT #6632 WOODLAND HLS CA	415.92	
07-14	07-10	24943015192010204588805	THE HOME DEPOT #1070 WEST HILLS CA	536.97	
07-14	07-11	24943015193010186001198	HOMEDEPOT.COM 800-430-3376 GA	2,732.78	
07-14	07-11	24943015193010186433847	HOMEDEPOT.COM 800-430-3376 GA	4,203.41	
07-16	07-14	74013395195002849015065	365 DISPOSAL AND RECYCLIN SUN VALLEY CA	500.00	CR
07-16	07-15	24231685196407801184540	SMARTANDFINAL 409 510-851-8548 CA	378.03	
07-21	07-18	74943015200010183511179	THE HOME DEPOT #6644 PANORAMA CITY CA	547.65	CR
07-21	07-19	24013395200003893016718	365 DISPOSAL AND RECYCLIN 888-4830836 CA	575.00	
07-21	07-19	24013395200003893016767	365 DISPOSAL AND RECYCLIN 888-4830836 CA	500.00	
07-21	07-19	24231685200412581002981	SMARTANDFINAL 409 510-851-8548 CA	295.19	
07-21	07-18	24492165200100018046187	GOTOTAGS STORE STORE.GOTOTAG WA	400.02	
07-21	07-21	24692165202109434075080	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90	
07-23	07-22	24231685203415928003817	SMARTANDFINAL 409 510-851-8548 CA	280.83	
07-23	07-22	24231685204416924025720	SMART AND FINAL 324 WOODLAND HILL CA	245.65	
07-24	07-23	24492165205100009069458	GOTOTAGS STORE STORE.GOTOTAG WA	639.77	
07-25	07-24	24231685205418247002484	SMARTANDFINAL 409 510-851-8548 CA	353.91	
07-25	07-23	24943015205010199569971	THE HOME DEPOT #1070 WEST HILLS CA	355.51	

Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 07-25-2025

Department: 00000 Total:	$27,754.87
Division: 00000 Total:	$27,754.87

ECRCHS
CREDIT CARD DETAILS
June 2025

Total Amount	$	32,275.70

Vendor	Date	PO#	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
FIVERR *	5/28/2025	PO0517	Technology Board Minutes	DAVID HUSSEY	R.Guinto	$87.40	General Technology	General Technology
THE HOME DEPOT #1070	5/28/2025	PO12674	Theater /UPGRADE	DAVID HUSSEY	C.Hutson	$1,974.93	Prop 28	Prop 28
IN *1080 SIGNS, LLC	5/30/2025	PO0505	Marketing	DAVID HUSSEY	R.Covarubias	$1,206.15	General Technology	General Technology
RAISING CANES 1076 MOB	6/2/2025	PO12768	Student Council-foreign Exchange GOOD BYE MEAL	DAVID HUSSEY	l.Shano	$1,053.57	ASB General	ASB General
SOCAL NEWSPAPER GRP ADV	6/2/2025	PO00169	Marketing	DAVID HUSSEY	R.Covarubias	$685.36	General Technology	General Technology
FACEBK *GCYDDSGSQ2	6/2/2025	PO00164	Marketing	DAVID HUSSEY	R.Covarubias	$114.92	General Technology	General Technology
GOOGLE *CLOUD ZVPHRB	6/2/2025	PO00164	Marketing	DAVID HUSSEY	R.Covarubias	$188.78	General Technology	General Technology
AVIS RENT-A-CAR	6/3/2025	PO11603	Track and Field /COMPETITION	DAVID HUSSEY	C.PHILIP	$165.20	General Technology	General Technology
THE HOME DEPOT #6632	6/9/2025	PO12674	Theater/Room Construction	DAVID HUSSEY	C.Hutson	$3,839.59	Prop 28	Prop 28
IN *LEGACY AWARDS	6/10/2025	PO12768	Track and Field	DAVID HUSSEY	C.PHILIP	$558.45	9150 Trust	9150 Trust
PAYPAL *BOTTLESANDB	6/11/2025	PO12768	Track and Field	DAVID HUSSEY	C.PHILIP	$230.00	9150 Trust	9150 Trust
MAILCHIMP	6/13/2025	PO11446	Marketing	DAVID HUSSEY	R.Covarubias	$425.00	General Technology	General Technology
ALGOLIA 2U2506696778	6/13/2025	PO12768	Technology -SUBSCRIPTION	DAVID HUSSEY	R.Guinto	$4.00	General Technology	General Technology
KNACK.COM	6/17/2025	PO12678	Technology /SUBSCRIPTION	DAVID HUSSEY	R.Guinto	$892.50	General Technology	General Technology
METRICS GROUP LLC	6/17/2025	PO12768	Technology /SUBSCRIPTION	DAVID HUSSEY	R.Guinto	$300.00	General Technology	General Technology
FACEBK *FA6TSTUSQ2	6/20/2025	PO0169	Marketing	DAVID HUSSEY	R.Covarubias	$900.00	General Technology	General Technology
					Hussey Total	$12,625.85		

ECRCHS
CREDIT CARD DETAILS
June 2025

Vendor	Date	PO#	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
365 DISPOSAL AND RECYCLIN	5/29/2025	PO00184	CREDIT	GREGORY WOOD	H.HUTSON	($500.00)	Prop 28	Prop 28
THE HOME DEPOT #1070	5/29/2025	PO12674	DRAMA /CLEANING	GREGORY WOOD	C.HUTSON	$52.99	Prop 28	Prop 28
NATIONAL AWARDS RECOGNITI	5/30/2025	PO12768	Foreign Language	GREGORY WOOD	D.HERNANDEZ	$349.40	9150 Trust	9150 Trust
SMARTANDFINAL 409	5/29/2025	PO12768	CTE COOKING	GREGORY WOOD	N.GAMEZ	$257.83	CTE	CTE
AMAZON MKTPL*N66A494S2	5/29/2025	PO12768	SCIENCE SUPPLIES	GREGORY WOOD	R.MADRASWALA	$208.46	General Academic	General Academic
YOUCANBOOK.ME	5/29/2025	PO12768	CLERICAL CALENDAR	GREGORY WOOD	A.RIOS	$134.40	General	General
SMARTANDFINAL 409	5/30/2025	PO12768	CTE COOKING	GREGORY WOOD	N.GAMEZ	$398.96	CTE	CTE
AGUAVIDA PREMIUM WATER	5/30/2025	PO11846	STAFF WATER	GREGORY WOOD	G.PAEZ	$347.90	General	General
AMAZON MKTPL*NN01I0PF0	5/30/2025	PO12768	SCIENCE SUPPLIES	GREGORY WOOD	R.MADRASWALA	$293.01	General Academic	General Academic
AMAZON.COM*N67KP1N12	5/30/2025	PO12768	SCIENCE SUPPLIES	GREGORY WOOD	R.MADRASWALA	$210.05	General Academic	General Academic
SMARTANDFINAL 409	5/30/2025	PO12761	CTE COOKING	GREGORY WOOD	N.GAMEZ	$125.52	CTE	CTE
AMAZON MKTPL*NN7W36130	5/29/2025	PO0084	JOURNALISM	GREGORY WOOD	A.CARTER	$59.22	Journalism	Journalism
AMAZON MKTPL*N68J48Z52	5/30/2025	PO0084	GRADUATION CORDS-CRISTIAN CLUB	GREGORY WOOD	l.Shano	$56.21	9150 Trust	9150 Trust
AMAZON MKTPL*NN1QR1080	5/29/2025	PO0054	JOURNALISM	GREGORY WOOD	A.CARTER	$39.38	9150 Trust	9150 Trust
THE HOME DEPOT #1070	6/2/2025	PO12674	DRAMA /CLEANING	GREGORY WOOD	H.HUTSON	$887.88	Prop 28	Prop 28
THE HOME DEPOT #0612	6/2/2025	PO12674	DRAMA /CLEANING	GREGORY WOOD	H.HUTSON	$360.95	Prop 28	Prop 28
THE HOME DEPOT #1070	6/3/2025	PO12674	Graduation field set up	GREGORY WOOD	C.CANALES	$35.79	General	General
THE HOME DEPOT #0609	6/5/2025	PO12674	DRAMA /CLEANING	GREGORY WOOD	H.HUTSON	$6,752.67	Prop 28	Prop 28
SMARTANDFINAL 409	6/4/2025	PO11443	CTE COOKING	GREGORY WOOD	N.GAMEZ	$263.52	CTE	CTE
NASSP PRODUCT & SERVICE	6/6/2025	PO12768	National Honor Society	GREGORY WOOD	D.BENNETT	$496.99	9150 Trust	9150 Trust
YOUNG, MINNEY & CORR	6/5/2025	PO12032	Compliance office	GREGORY WOOD	R.CASTANEDA	$75.00	General	General
NYLAS	6/6/2025	PO11446	Technology	GREGORY WOOD	R.Guinto	$495.78	General Technology	General Technology
SMARTANDFINAL 409	6/6/2025	PO11443	CTE COOKING	GREGORY WOOD	N.GAMEZ	$195.70	CTE	CTE
THE HOME DEPOT #1070	6/9/2025	PO12674	BUILDING & GROUND	GREGORY WOOD	C.CANALES	$42.95	GENERAL OPERATIONS	GENERAL OPERATIONS
AGUAVIDA PREMIUM WATER	6/9/2025	PO11946	STAFF WATER	GREGORY WOOD	G.PAEZ	$347.90	General	General
AP BY THE SEA LLC	6/12/2025	PO12768	Social studies deparment Training	GREGORY WOOD	M.RAZAR	$675.00	General-social studies	General-social studies
EREFLECT INC	6/13/2025	PO12768	SPED LICENCING	GREGORY WOOD	M.HARR	$1,516.00	Gendral-sped	Gendral-sped
AMERICAN RED CROSS	6/13/2025	PO12768	COACHES RECERTIFICATIONS	GREGORY WOOD	L.PAZ	$320.00	athletics	athletics
THE HOME DEPOT #1070	6/13/2025	PO12674	DRAMA /CLEANING	GREGORY WOOD	C.CANALES	$2,233.04	GENERAL OPERATIONS	GENERAL OPERATIONS
SMARTANDFINAL 409	6/16/2025	PO11443	CTE COOKING	GREGORY WOOD	N.GAMEZ	$266.78	CTE	CTE
THE HOME DEPOT #1070	6/18/2025	PO12674	Theatre Update	GREGORY WOOD	C.HUTSON	$531.94	Prop 28	Prop 28
THE HOME DEPOT #1070	6/18/2025	PO12674	Theatre Update	GREGORY WOOD	C.HUTSON	$415.35	Prop 28	Prop 28
THE HOME DEPOT #1070	6/20/2025	PO12674	Theatre Update	GREGORY WOOD	C.HUTSON	$322.83	Prop 28	Prop 28
AMAZON MKTPL*NO39X3KK2	6/20/2025	P00484	JOURNALISM	GREGORY WOOD	A.CARTER	$59.80	Journalism	Journalism
THE HOME DEPOT #1070	6/25/2025	PO12674	Theather update	GREGORY WOOD	C.HUTSON	$972.75	Prop 28	Prop 28
AGUAVIDA PREMIUM WATER	6/23/2025	PO11946	all staff water	GREGORY WOOD	G.PAEZ	$347.90	General	General
					Wood TOTAL	$19,649.85		

P.O. BOX 6343
FARGO ND 58125-6343

ACCOUNT NUMBER	4866 9145 5552 6539
STATEMENT DATE	06-25-2025
AMOUNT DUE	$32,775.70
NEW BALANCE	$32,775.70

PAYMENT DUE ON RECEIPT

000002508 01 SP 106481403012127 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

486691455552653 9 003277570 003277570

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

EL CAMINO REAL CHS 4866 9145 5552 6539	Previous Balance	+ Purchases And Other Charges	+ Cash Advances	+ Cash Advance Fees	+ Late Payment Charges	- Credits	- Payments	= New Balance
Company Total	$72,049.75	$32,775.70	$0.00	$.00	$0.00	$500.00	$71,549.75	$32,775.70

CORPORATE ACCOUNT ACTIVITY

EL CAMINO REAL CHS
4866-9145-5552-6539

TOTAL CORPORATE ACTIVITY
$71,549.75CR

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-17	06-17	74798265168516800011382	PAYMENT-THANK YOU Q	71,549.75 PY

NEW ACTIVITY

DAVID HUSSEY
4866-9110-0013-3507

CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
$0.00	$12,625.85	$0.00	$12,625.85

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-28	05-27	24036295147716299284074	FIVERR * 954-368-2267 NY	87.40
05-30	05-29	24692165149104448506770	IN *1080 SIGNS, LLC 818-2224915 CA	1,206.15
06-02	05-31	24204295151000603358091	FACEBK *GCYDDSGSQ2 650-5434800 CA	114.92
06-02	05-30	24493985150110497011115	SOCAL NEWSPAPER GRP ADV 888-454-9588 CA	685.36
06-02	05-30	24692165150105139184930	RAISING CANES 1076 MOB 972-769-3100 CA	1,053.57

CUSTOMER SERVICE CALL
800-344-5696

ACCOUNT NUMBER
4866-9145-5552-6539

STATEMENT DATE	DISPUTED AMOUNT
06/25/25	.00

SEND BILLING INQUIRIES TO:
U.S. Bank National Association
C/O U.S. Bancorp Purchasing Card Program
P.O. Box 6335
Fargo, ND 58125-6335

AMOUNT DUE
32,775.70

ACCOUNT SUMMARY

PREVIOUS BALANCE	72,049.75
PURCHASES & OTHER CHARGES	32,775.70
CASH ADVANCES	.00
CASH ADVANCE FEES	.00
LATE PAYMENT CHARGES	.00
CREDITS	500.00
PAYMENTS	71,549.75
ACCOUNT BALANCE	**32,775.70**

Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 06-25-2025

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-02	06-01	24692165152107080003562	GOOGLE *CLOUD ZVPHRB G.CO/HELPPAY# CA	188.78
06-02	05-29	24943015150010207110433	THE HOME DEPOT #1070 WEST HILLS CA	1,974.93
06-03	06-02	24941355154825372946586	AVIS RENT-A-CAR WOODLAND HILL CA U372946582	165.20
06-09	06-05	24943015157010185358189	THE HOME DEPOT #6632 WOODLAND HLS CA	3,839.59
06-10	06-09	24692165161104673508510	IN *LEGACY AWARDS 818-2244620 CA	558.45
06-11	06-09	24198805161522872232360	PAYPAL *BOTTLESANDB 4029357733 CA	230.00
06-13	06-13	24011345164100047126368	ALGOLIA 2U2506696778 ALGOLIA.COM CA	4.00
06-13	06-12	24793385163001004441074	MAILCHIMP 678-9990141 GA	425.00
06-17	06-17	24064665168100006102320	KNACK.COM KNACK.COM NC	892.50
06-20	06-19	24000775170100020317649	METRICS GROUP LLC FORM-METRICS. FL	300.00
06-20	06-19	24204295170000904415035	FACEBK *FA6TSTUSQ2 650-5434800 CA	900.00

GREGORY WOOD	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4866-9133-3444-7280	$500.00	$20,149.85	$0.00	$19,649.85

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-29	05-27	74013395147005787013470	365 DISPOSAL AND RECYCLIN SUN VALLEY CA	500.00 CR
05-29	05-28	24231685148353605002620	SMARTANDFINAL 409 510-851-8548 CA	257.83
05-29	05-28	24692165148103460419400	AMAZON MKTPL*N66A494S2 AMZN.COM/BILL WA	208.46
05-29	05-29	24692165149103687718773	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90
05-29	05-29	24692165149103806081061	AMAZON MKTPL*NN7W36130 AMZN.COM/BILL WA	59.22
05-29	05-29	24692165149103808342529	AMAZON MKTPL*NN1QR1080 AMZN.COM/BILL WA	39.38
05-29	05-27	24943015148010208000745	THE HOME DEPOT #1070 WEST HILLS CA	52.99
05-29	05-28	74208475149100003913810	YOUCANBOOK.ME BEDFORD	134.40
05-30	05-29	24231685149354705002709	SMARTANDFINAL 409 510-851-8548 CA	125.52
05-30	05-29	24231685149354705002717	SMARTANDFINAL 409 510-851-8548 CA	398.96
05-30	05-28	24269795149500791612098	NATIONAL AWARDS RECOGNITI 601-366-0800 MS	349.40
05-30	05-29	24692165149103843870906	AMAZON MKTPL*N68J48Z52 AMZN.COM/BILL WA	56.21
05-30	05-29	24692165149103938022488	AMAZON.COM*N67KP1N12 AMZN.COM/BILL WA	210.05
05-30	05-29	24692165149103952480182	AMAZON MKTPL*NN01I0PF0 AMZN.COM/BILL WA	293.01
06-02	05-30	24943015151010203508712	THE HOME DEPOT #0612 CANOGA PARK CA	360.95
06-02	05-30	24943015151010205665247	THE HOME DEPOT #1070 WEST HILLS CA	887.88
06-03	06-01	24943015153010225128471	THE HOME DEPOT #1070 WEST HILLS CA	35.79
06-04	06-03	24231685154360246003686	SMARTANDFINAL 409 510-851-8548 CA	263.52
06-05	06-04	24492165156100008284321	YOUNG, MINNEY & CORR WWW.YMCLEGAL. CA	75.00
06-05	06-03	24943015155010204564546	THE HOME DEPOT #0609 SAN FERNANDO CA	6,752.67
06-06	06-05	24064665157100002819862	NYLAS NYLAS.COM CA	495.78
06-06	06-05	24231685156362518028274	SMARTANDFINAL 409 510-851-8548 CA	195.70
06-06	06-04	24906415155230876176752	NASSP PRODUCT & SERVICE 703-8600200 VA	496.99
06-09	06-09	24692165160103719147771	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90
06-09	06-06	24943015158010205685602	THE HOME DEPOT #1070 WEST HILLS CA	42.95
06-12	06-11	24755425162271625434599	AP BY THE SEA LLC 858-8742560 CA	675.00
06-13	06-12	24064665164100001401564	EREFLECT INC EREFLECT.COM NV	1,516.00
06-13	06-12	24692165164107344794457	AMERICAN RED CROSS 800-733-2767 DC	320.00
06-16	06-14	24231685165372753002925	SMARTANDFINAL 409 510-851-8548 CA	266.78
06-16	06-13	24943015165010201638457	THE HOME DEPOT #1070 WEST HILLS CA	2,233.04
06-18	06-16	24943015168010201606493	THE HOME DEPOT #1070 WEST HILLS CA	531.94
06-20	06-19	24692165171100725139914	AMAZON MKTPL*NO39X3KK2 AMZN.COM/BILL WA	59.80
06-20	06-18	24943015170010205712764	THE HOME DEPOT #1070 WEST HILLS CA	322.83
06-20	06-18	24943015170010205713051	THE HOME DEPOT #1070 WEST HILLS CA	415.35
06-23	06-23	24692165174103484043464	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90
06-25	06-23	24943015175010202800955	THE HOME DEPOT #1070 WEST HILLS CA	972.75

Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 06-25-2025

Department: 00000 Total:	$32,275.70
Division: 00000 Total:	$32,275.70

Coversheet

Review and Vote on 2025-2026 Proposition 30 EPA Budget

Section: V. Finance
Item: C. Review and Vote on 2025-2026 Proposition 30 EPA Budget
Purpose: Vote
Submitted by:
Related Material: V.C_-_2025-26_EPA_Budget_.pdf

El Camino Real Charter High School
Education Protection Act Budget, 25-26

62 - Charter School Enterprise Fund		1400
A. REVENUES		
1. LCFF Sources		
State Aid - Current Year	8011	0.00
Education Protection Account (EPA) - Current Year	8012	8,028,747.00
Total, LCFF Sources		8,028,747.00
6. TOTAL REVENUES		8,028,747.00
B. EXPENDITURES		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	5,320,128.79
Total, Certificated Salaries		5,320,128.79
3. Employee Benefits		
State Teachers' Retirement System, certificated	3101	1,016,144.60
OASDI/Medicare/Alternative, certificated	3301	77,141.87
Health & Welfare Benefits, certificated	3401	1,615,331.75
Total, Employee Benefits		2,708,618.21
9. TOTAL EXPENDITURES		8,028,747.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0.00

Coversheet

Discussion and Vote on the Amended 2025-2026 Textbook Budget

Section: V. Finance
Item: D. Discussion and Vote on the Amended 2025-2026 Textbook Budget
Purpose: Vote
Submitted by:
Related Material:
El Camino Real Charter High School - D'accord 6-year Quote - 8_26_2025.pdf

COST PROPOSAL

Quote Prepared On August 26, 2025
Quote Valid Through October 15, 2025
Quote No. 2508203357
Version No. 2

Prepared For	Prepared By
Manuel Velarde El Camino Real Charter High School 5440 Valley Circle Blvd. Woodland Hills, CA 91367	Pat Williams pwilliams@vistahigherlearning.com Vista Higher Learning 500 Boylston St, 10th Floor Boston, MA 02116-3736

Daccord 2024

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
185	978-1-54338-727-8	Daccord 2024 Supersite Plus(v)(6 year license)	$126.95	$23,485.75	$23,485.75

Total Cost	$23,485.75
Est. Shipping	$0.00
Est. Grand Total Cost	**$23,485.75**

Ordering Instructions

- Purchase Orders will be processed upon receipt and will be invoiced for the full “Total Cost” amount as shown above as well as the actual final Shipping charges required for your shipment, where applicable. Please note that the “Est. Shipping” amount shown above is an estimate only and may be different than the final charges applied.
- When submitting your Purchase Order, please be sure to attach:
  - A copy of this Quote
  - If applicable, a copy of your signed and dated tax exemption certificate
- To place your order, please contact Customer Support:

Vista Higher Learning
500 Boylston Street, 10th Floor
Boston, MA 02116-3736
Email: orders@vistahigherlearning.com
Phone: (800) 269-6311, option 3
Fax: (617) 426-5215

Terms of Purchase

COST PROPOSAL

Quote Prepared On August 26, 2025
Quote Valid Through October 15, 2025
Quote No. 2508203357
Version No. 2

By accepting a Quote, initiating a Purchase Order to us, entering into a separate agreement with us, and/or ordering online content, you are agreeing to these Terms of Purchase. The Vista Higher Learning Terms of Purchase shall govern all sales of materials and online content and shall supersede any and all terms and conditions attached to your Purchase Orders and/or any other document that you present to Vista Higher Learning, which shall be considered as a confirmation only and the terms and conditions shall in no way amend, prevail over, supplement or supersede any term or condition hereof.

- **Terms of Use:** All sales of Vista Higher Learning materials and online content are expressly made subject to the Vista Higher Learning Terms of Use: https://www.vhlcentral.com/terms_of_use.
- **Return Policy:** Returns of Vista Higher Learning materials and online content are subject to the Vista Higher Learning Return Policy: https://vistahigherlearning.com/return-policy.
- **Tax:** Prices included within this Quote are exclusive of all applicable taxes, which are the responsibility of the Customer. Customer must provide documentation of tax-exempt status, if applicable.
- **Subscription Term:** For digital product license purchases, the duration of access being purchased based on the product license selection outlined in the Quote above will be considered the Subscription Term.
- **Term Dates:** Subscription Terms are aligned to an academic year calendar and will start as of the next upcoming academic year following the receipt of a Purchase Order, unless otherwise requested by Customer. All product licenses will have the same start and end dates aligned with the Subscription Term.
- **Unused Licenses:** All product licenses must be used within the purchased Subscription Term. Unused licenses during the purchased Subscription Term are not refundable or eligible for credit.
- **Licensing Add-ons:** If purchasing additional license quantities and/or licensing level upgrades to be added onto an existing base of product licenses, the additional quantities and/or upgrades will be applied beginning with the currently active Subscription Term, unless otherwise requested by Customer. All product licenses must maintain the same start and end dates aligned with the Subscription Term, with any additional quantities and/or upgrades matching the current expiration date of the existing Subscription Term in place.

Thank you for your business!

Coversheet

Discussion and Vote on Revisions to ECRCHS Employee Handbook for 2025-2026

Section: VI. School Business
Item: A. Discussion and Vote on Revisions to ECRCHS Employee Handbook for 2025-2026
Purpose: Vote
Submitted by:
Related Material: VI. A. - 2025-2026 ECRCHS EE HB (Redline).pdf

EMPLOYEE HANDBOOK
2025-2026

Revised ~~August 20, 2024~~
Board Approved ~~September 10, 2024~~

FOREWORD

Dear Valued Employee:

Congratulations and welcome to El Camino Real Charter High School ("ECRCHS" or the "School"). Whether you have recently joined our team or have worked with us for some time, we are excited to work with you. Your performance will be an integral part of the School's future success. In order to help you perform at your full potential and create a safe and enjoyable work environment, we are providing you this Employee Handbook to inform you of the many important aspects of your employment and guide you along the way.

There are a few things to keep in mind when reading this Employee Handbook. This document is not a comprehensive compilation of all ECRCHS policies and procedures and does not cover all possible circumstances and exceptions that may arise. Many of the policies summarized in this Employee Handbook are covered in more detail in other official documentation. Consult such documentation for additional information regarding specific policies. Please address any specific questions regarding the interpretation or applicability of ECRCHS policies and procedures to Human Resources or such designated ECRCHS officer or manager. Note that the terms of the official ECRCHS insurance and benefits policies supersede any terms to the contrary stated herein.

This Employee Handbook is not an employment contract, and nothing in this Employee Handbook gives you any right, expressed or implied, to continued employment. Furthermore, all terms, conditions, policies, and procedures as stated in this document are subject to change, and nothing stated herein is to be construed as a guarantee of employment or creates a fixed term for your employment.

As the School's employee you have an obligation to be familiar with and adhere to the information provided to you in this Employee Handbook.

Please take time to thoroughly review this Employee Handbook, noting how each section relates to your employment. Pass along any questions or concerns you may have to your immediate supervisor. We look forward to a harmonious and mutually fruitful relationship with you and are confident you will find your experience with us dually rewarding.

Lastly, please note that ECRCHS recognizes all sanctioned labor unions and their role in representing the interests of the School's unionized employees. This Employee Handbook does not impair or otherwise alter any terms or conditions of the collective bargaining agreements held by such unions. When a policy in this Handbook contradicts terms and conditions set out in the collective bargaining agreement, the collective bargaining agreement shall take precedence for applicable employees only.

Again, welcome!

David Hussey
Executive Director, ECRCHS

Table of Contents

1.1 Who Are We? 1
1.2 This Employee Handbook 1
1.3 Policy Changes 1
1.4 No Guarantee of Employment 1
1.5 At-Will Employment 2
2.1 Employee Classification Categories 3
2.2 Confidentiality 4
2.3 Confidential Information 4
2.4 Student Information 4
2.5 Conflicts of Interest 5
2.6 Employment of Relatives and Personal Relationships 5
2.7 Personnel Files 5
2.8 Child Abuse and Neglect Reporting / Additional Training 6
2.9 Criminal Background Checks 7
2.10 Tuberculosis Testing 7
2.11 Healthcare Information 8
2.12 Immigration Compliance 8
2.13 Political Views 8
2.14 Termination and Change of Employment Status 9
2.15 Return of ECRCHS Property 9
2.16 Rehire 10
2.17 Labor Unions 10
3.1 Payment of Wages 11
3.2 Overtime Pay 11
3.3 Payroll Withholdings 11
3.4 Faithful Performance 13
3.5 Outside Work 13
3.6 Expense Reimbursements 14
3.7 Meal Breaks 14
3.8 Rest Breaks 14
3.9 Lactation Accommodation 15
3.10 Time Reporting 15
3.11 Attendance 166
3.12 Performance Reviews and Pay Increases 16
3.13 Payroll Policies 16
4.1 Equal Employment Opportunity 17
4.2 Professional Boundaries: Staff/Student Interaction Policy 18
4.3 Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation 21
4.4 Whistleblower Policy 25
4.5 Standards of Conduct and Discipline 25
4.6 Giving and Accepting Gifts 27
4.7 Internal Promotions and Transfers 28
4.8 Dress Code 28
4.9 Safety 28
4.10 Fire Safety 29
4.11 Closed Circuit Television System (CCTV) 29
4.12 Identification Badges 29
4.13 Workplace Bullying 29
4.14 Workplace Violence 29
4.15 Drug-Free Workplace 30
4.16 Drug Testing 30

4.17 Searches 31
4.18 Smoke-Free Workplace 31
4.19 Computer and Electronic Communication Policy 32
4.20 Social Media 33
4.21 Personal Phone Calls and Cell Phone Use 34
4.22 ECRCHS Equipment and Property 34
4.23 Parking 35
4.24 Solicitations in the Workplace 35
5.1 Benefits Generally 36
5.3 Medical and Dental Insurance 36
5.4 COBRA 37
5.5 Worker's Compensation 38
5.6 State Disability Insurance 39
5.7 Social Security 39
5.8 Unemployment Insurance 39
5.9 Flexible Spending Account 39
5.10 Tuition Reimbursement 40
5.11 Retiree Benefits 40
6.1 Work Calendar 41
6.2 Holiday Time Off 41
6.3 Requesting Leave 41
6.4 Vacation Leave 42
6.5 Sick Leave 42
6.6 Personal Necessity Leave 44
6.7 Family Care and Medical Leave 45
6.8 California Paid Family Leave 50
6.9 Pregnancy Disability Leave 50
6.11 Military and Military Spousal Leave of Absence 54
6.12 Bereavement Leave 55
6.13 Jury Duty 56
6.14 Voting Leave 56
6.15 School Appearance and Activities Leave 56
6.16 Bone Marrow and Organ Donor Leave 57
6.17 Victims of Abuse Leave 57

APPENDIX A Harassment/Discrimination/Retaliation Complaint Form
APPENDXI B Internal Complaint Form
APPENDIX C Workplace Violence Complaint Form
Employee Acknowledgement

SECTION I - Introduction

1.1 Who Are We?

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.

1.2 This Employee Handbook

This Employee Handbook summarizes some of the School's key expectations and employment policies. As such, it cannot provide guidance for every possible circumstance that may arise during employment and is not intended as an exhaustive resource for all ECRCHS policies. Furthermore, should any provision of this Handbook contradict a provision of an applicable collective bargaining agreement at ECRCHS, the applicable collective bargaining agreement shall be controlling. Employees who desire elaboration on specific policies should refer to official policy documentation or consult a supervisor.

This Employee Handbook replaces all prior employee handbooks, employment policies, and ECRCHS rules and practices, expressed or implied, whether written or oral. In addition, this Employee Handbook is subject to the provisions of official ECRCHS policy documents, including insurance and benefits policies, plan documents, and applicable law. All ECRCHS employees are required to abide by the terms of this Employee Handbook as a condition of employment. The terms of an individual employee's employment contract may supersede this Employee Handbook where applicable.

1.3 Policy Changes

As circumstances warrant, ECRCHS may, in its sole discretion, deviate from the terms stated herein as it sees fit. ECRCHS has the express right to amend, modify, revoke, and add to the terms of this Employee Handbook as well as other official ECRCHS policy documentation. The terms of this Employee Handbook may only be altered through official ECRCHS written policy notices. No terms of this Employee Handbook may be altered via oral statements or other representations. The School's interpretation of the terms stated herein is absolute. Employees who need clarification as to the School's policy on a specific matter should consult a human resources manager or such designated ECRCHS officer or manager. Each employee is responsible for remaining informed of policy changes.

1.4 No Guarantee of Employment

Nothing in this Employee Handbook creates a binding employment contract between ECRCHS and its employees or provides a guarantee of continued employment for any amount of time. At-will employment status may only be altered through an express, signed, written agreement between ECRCHS and an employee to that specific and intended effect.

1.5 At-Will Employment

While most employment with ECRCHS is contractual and as dictated by an applicable collective bargaining agreement, some employees and all extra positions are employed on an “at-will” basis. Unless expressly prohibited by statute, all employees without a written employment agreement to the contrary are employed on an "at-will" basis. As has always been the case at ECRCHS, either ECRCHS or the at-will employee may conclude the employment relationship either with or without advance notice, at any time and for any reason, and no term in this Employee Handbook will alter or restrict the right of ECRCHS or an at-will employee to end the employment relationship accordingly. Nothing in this Employee Handbook impairs the School’s right to make changes in employment status, including without limitation promotions and demotions, reassignments, transfers, and wage and benefit changes. ECRCHS may only enter into an employment relationship that is not on an at-will basis through a written employment agreement signed by the Executive Director, or an ECRCHS officer or manager authorized with such capacity by the Executive Director.

SECTION II - Employment Policies

2.1 Employee Classification Categories

All ECRCHS employees are either classified as exempt or nonexempt.

Exempt Employees - Employees exempted from the minimum wage and overtime provisions hold positions that satisfy all applicable legal requirements. These employees are generally executives, managers, professionals, administrators, and technical staff who receive salaries. Moreover, certificated staff (teachers) are all exempt employees.

Nonexempt Employees - Employees who are NOT exempt hold positions which do not satisfy the legal requirements for exempt employees. These employees are typically paid on an hourly basis.

In addition, the following mutually exclusive classifications apply to both exempt and nonexempt employees and help determine an employee's employment status and eligibility for employee benefits, but in no way guarantee continued employment for any amount of time:

Regular Full-Time Employees - Employees are considered full-time employees if they are normally scheduled to work at least thirty (30) hours per week. These employees are generally eligible to receive ECRCHS benefits, if any, subject to the terms and conditions of each benefit plan. Please note this includes those staff members who may only work one hundred eighty-two (182) days per calendar year.

Regular Part-Time Employees - Employees are considered part-time employees if they are NOT normally scheduled to work at least thirty (30) hours per week during the regular School year, or if they only irregularly work thirty (30) or more hours per week. These employees are NOT generally eligible to receive ECRCHS benefits but shall receive any benefits required by law.

Temporary Employees - Full-time or part-time employees hired for a limited duration, generally for three (3) months or less, are considered temporary employees. These employees are typically interim replacements or hired for work on a specific project. Temporary employee work duration may be extended upon written permission; however, status as a temporary employee may only be changed by a written agreement signed by authorized ECRCHS personnel. Temporary employees are employed on an at-will basis unless expressly stated otherwise in a written employment agreement with ECRCHS. As at-will employees, temporary employees may be terminated prior to the end of the initially planned work duration for any or no reason, with or without notice. Temporary employees are generally not eligible for ECRCHS benefits unless required by law or expressly stated otherwise in a written employment agreement.

Employees not notified of their particular classification upon hire should ask Human Resources. Note that independent contractors are not ECRCHS employees. As such, they are not entitled to receive ECRCHS benefits unless expressly provided in a

written agreement between such individuals and ECRCHS. Furthermore, these individuals will have control over the manner of completing assigned tasks, while ECRCHS has control over assigning the tasks that independent contractors complete and defining the specific outcomes sought.

2.2 Confidentiality

ECRCHS requires that employees keep strictly confidential certain information related to ECRCHS and those with which ECRCHS conducts business. Employees are prohibited from disclosing **"Confidential Information,"** as defined below, to any external parties without prior ECRCHS authorization or to other ECRCHS employees or independent contractors who do not have a legitimate business reason to know such information. External parties are any person or entity besides the School's employees, representatives, and authorized agents. Employees must maintain confidentiality in all locations, all modes of communication, and at all times, continuing indefinitely after termination of their employment relationship with ECRCHS. Employees are responsible for knowing what information should be treated as Confidential Information and should consult their supervisor for clarification if in doubt.

2.3 Confidential Information

Includes all information relating to students, personal information, Schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Confidential information also includes information that relates to ECRCHS, its operations, or technology that is generally not known to the public such as, but not limited to, attorney communications. Personnel information regarding ECRCHS employees is also considered confidential and must be safeguarded from disclosure.

Employees can help ECRCHS safeguard its Confidential Information by adhering to the following guidelines:

- Do not discuss Confidential Information in public places.
- When discussing Confidential Information, or matters that may potentially pertain to Confidential information, employees should be aware of who is around them and consider whether they have a specific need to know such.
- Do not take hard copies of Confidential Information off ECRCHS premises unless absolutely necessary. If an employee does so, they should be sure to keep such information in a safe and secure place.
- Keep electronically stored Confidential Information password protected, and store hard copies out of sight in secure locations.
- Shred or tear up hard copies of Confidential Information before disposing in the trash.

Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment or dismissal for cause.

2.4 Student Information

Student information and records are private and confidential under the Family Educational Rights and Privacy Act of 1974 (FERPA) and the California Constitution.

As such, student information is to remain confidential at all times, and may not be disclosed to anyone unless there is a direct educational need or safety issue involved. This includes, but is not limited to, any disciplinary action taken against a student.

2.5 Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

2.6 Employment of Relatives and Personal Relationships

Nepotism and favoritism may jeopardize ECRCHS operations and success. Therefore, employees are prohibited from supervising or reporting to their relatives or persons with whom they have close personal relationships outside of their employment with ECRCHS, except where such relationships are disclosed to and approved by a senior member of the Business Office. **"Relatives"** include spouses/domestic partners, children (including adopted children), parents, siblings, grandparents, uncles, aunts, cousins, nieces, nephews, step relatives, brother-and sister-in-law, mother- and father-in-law, and relatives of domestic partners. **"Close personal relationships"** include relationships with persons with whom the employee shares a household, dates, or has had personal and close friendships for an extended period of time outside of employment with ECRCHS. Typically, informal acquaintances are not considered close personal relationships.

In order to safeguard ECRCHS interests, employees must disclose any relatives or close personal relationships that exist or may exist with other ECRCHS employees, contractors, consultants, students, or suppliers. An employee should also disclose this fact if, during employment, the employee becomes a relative of or develops a close personal relationship with (though marriage or dating, for instance) another employee, contractor, consultant, student, or supplier.

The Business Office may approve working with relatives or persons holding close personal relationships where such relationships do not create substantial conflicts of interest threatening the wellbeing of ECRCHS operations or activities, for instance, by creating potential supervisory, morale, safety, fairness, or public relations problems. Where possible, ECRCHS will strive to neutralize such conflicts of interests without impairing the benefits employees receive from ECRCHS; however, ECRCHS reserves the right to take any action necessary to remove conflicts of interest that threaten ECRCHS interests.

2.7 Personnel Files

ECRCHS maintains confidential employee records and files according to law. Supervisors and managers may only have access to an employee's file with a legitimate business need to know and as permitted by applicable law. Current and former employees are entitled to access their files upon providing reasonable notice.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative at a mutually convenient time during regular business hours inside of the office or department where they are normally stored. Employees may not tamper with or remove any part of their personnel file; however, they are entitled to copies of any documents contained in their personnel file. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement, or local, state, or federal agencies conducting official investigations or as otherwise legally required.

Should an employee wish to dispute any item in their file, they are permitted to make a signed and dated written statement of the dispute that will become part of their file as well.

A personnel file is comprised of documents and information relating to each employee's relationship with ECRCHS, including among other items the employment application, employment history verification documents, resumes, background checks, emergency contact information, contracts of employment, tax forms, payroll and benefits information, and performance reviews, if any of these should exist and according to ECRCHS policy.

Employees are required to notify the fiscal analyst/specialist, as applicable, if any information previously provided to ECRCHS should change, including information provided on an employment application or form, insurance form, or tax form. Misrepresenting information in an employee file or failing to correct a known mistake in the file, is grounds for discipline, possibly including immediate termination.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

2.8 Child Abuse and Neglect Reporting / Additional Training

California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom the employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ECRCHS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be

provided to employees hired during the course of the School year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail or by a fine of One Thousand Dollars ($1,000.00), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each School year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge that they are child care custodians and certifying that they have knowledge of California Penal Code Section 11166 and will comply with its provisions.

In addition to the mandated reporter training, all individuals working or volunteering at ECRCHS will be required to complete additional online training on those subjects required under California law. This shall include, but not necessarily be limited to, subjects related to Bloodborne Pathogens, Sexual Harassment, and Youth Suicide. All employees and volunteers will be required to complete the training within the timeline specified by the School.

2.9 Criminal Background Checks

As required by law, all individuals working or volunteering at ECRCHS will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Executive Director.

2.10 Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School.

2.11 Healthcare Information

Information related to an employee's healthcare enrollment or plan will be managed according to the School's policy for conformity with the Health Insurance Portability and Accountability Act (HIPPA), as applicable. ECRCHS does not regularly maintain records of its employees' private healthcare information, and any such information voluntarily shared with ECRCHS by an employee will be kept confidential.

2.12 Immigration Compliance

ECRCHS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, ECRCHS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual for holding or presenting a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

If any employee has questions or needs more information on immigration compliance issues, they should contact the Human Resources department.

2.13 Political Views

ECRCHS will not discriminate against employees based on their engaging in legal political activities or their affiliation with a particular political view or group. However, ECRCHS encourages employees to focus this expression exclusively ***outside*** of their role at ECRCHS. All employees have a responsibility to ensure that the political views they communicate, and political activities engaged in are seen as

separate from ECRCHS and their role as an ECRCHS employee.

2.14 Termination and Change of Employment Status

A change in employment status may occur for different reasons, including termination by ECRCHS, resignation, abandonment, reassignment, or retirement. Should a change in employment status occur, wages will only accrue up to the effective date of separation with ECRCHS, unless contrary to a written employment contract or state law.

- **Termination by ECRCHS** – Any employee whose employment is governed by a collective bargaining agreement may only have their employment terminated in accordance with the collective bargaining agreement. Unless expressly prohibited by statute, all other employees without a written employment agreement to the contrary are employed on an "at-will" basis. This means that ECRCHS may conclude the employment relationship with or without advance notice at any time and for any reason.

- **Resignation** - If an employee is an at-will employee, they may choose to conclude the employment relationship at any time and for any reason. If an employee is considering resignation, they are encouraged to consult their supervisor in order to discuss whether other options are available to accommodate an employee's needs. If an employee does decide to resign, ECRCHS asks that they provide at least two (2) weeks advance written notice of their departure. In addition, such employees who fail to provide the full requested advance notice may be deemed ineligible for future rehire, at the discretion of ECRCHS. At the School's sole discretion and business needs under the circumstances, ECRCHS may choose to require an employee's immediate departure. Should ECRCHS so require, employees agree to complete an exit interview or memorandum prior to departure.

- **Job Abandonment** – Job abandonment occurs where an employee fails to be present during scheduled work hours for three (3) or more consecutive days without prior approval for the absence. If an employee is considering abandoning their position with ECRCHS, employees are encouraged to consult their supervisor to discuss whether options are available to accommodate the employee's needs.

- **Reassignment** - Based on ECRCHS needs, employment status may occasionally change through ECRCHS reassigning an employee to a different shift, department, or location, unless the employee has a written employment contract to the contrary. ECRCHS may choose to take into consideration employee requests concerning reassignment. Should ECRCHS so require, employees agree to complete an exit interview or memorandum prior to departure.

- **Retirement** - Employees seeking to retire must provide at least four (4) weeks' advance written notice to a human resources manager. This will allow ECRCHS sufficient time to finalize any payroll and benefits issues, determine and prepare for any hiring needs, and wrap up all other outstanding employment matters related to the planned retirement. Should ECRCHS so require, employees agree to complete an exit interview or memorandum prior to departure.

2.15 Return of ECRCHS Property

Employees must return all ECRCHS property in their possession upon ending

employment with ECRCHS. Unless otherwise notified, ECRCHS property includes, but is not limited to, identification cards, uniforms, cell phones, laptops, electronics, office supplies, keys, and all other tangible items in the possession of employees that is provided to the employee by ECRCHS. Employees may be provided with a voluntary option of purchasing property which they have used while employed with ECRCHS on an "as is" basis.

Upon formal approval from the Business Office, employees will be provided with the market cost of specific property and required to pay for said property in full prior to exchanging ownership of the property. ECRCHS is not responsible for any previous or future damage or maintenance needs of purchased equipment.

2.16 Rehire

ECRCHS, in its sole discretion, may choose to rehire former employees. Former employees are still required to submit to the School's regular hiring process and screening, including, at the School's discretion, submitting an employment application and completing any required exams. Hiring managers seeking to hire former employees must submit a request for review and approval from a human resources manager prior to hiring. Except when set forth by written employment agreement or applicable law, former employees who are rehired will begin accruing benefits at the same rate and in the same manner as new employees, and tenure for all purposes will be calculated starting from the date of rehire.

2.17 Labor Unions

ECRCHS recognizes all sanctioned labor unions and their role in representing the interests of the School's unionized employees. This Employee Handbook does not impair or otherwise alter any terms or conditions of the collective bargaining agreements in place with such unions.

Powered by BoardOnTrack

SECTION III - Payroll Practices

3.1 **Payment of Wages**

Salaried employees are paid monthly for their regular wages due. Paydays will fall on the last working day of each month. Employees will be paid on the last business day prior to any payday that happens to fall on a weekend or holiday.

Hourly employees are paid semi-monthly for their regular wages due. Paydays will fall on the fifteenth (15^{th}) and last day of each month. Employees will be paid on the last business day prior to any payday that happens to fall on a weekend or holiday.

Employees will be paid by either check or direct deposit on their scheduled paydays, in accordance with payroll policy and as permitted by California state law. Checks will be either hand-delivered or mailed to employees. Please refrain from leaving paychecks in unsecured areas. If a paycheck is lost or stolen, employees must notify a payroll manager at once. Employees will receive any direct deposit of wages in a savings or checking account at the financial institution of their choosing. Employees must submit a new Form W-4 to a human resources manager if the marital status or the number of exemptions claimed changes.

3.2 **Overtime Pay**

Whether an employee is exempt from, or subject to, overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. ECRCHS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the employee's supervisor. ECRCHS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

> For employees who are subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

3.3 **Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax,

Powered by BoardOnTrack

Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member or bond with a new child. SDI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School.

~~4.~~5. CalSTRS or CalPERS Contributions: The School participates in t~~T~~he California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS), which are pension programs that provide defined benefits to qualifying members in retirement. Employees will have a percentage of their pay withheld to contribute to CalSTRS or CalPERS, and the School will also make a monthly contribution on the employees' behalf.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. An employee who does not understand the deductions should ask Human Resources or such designated ECRCHS officer or manager to explain them.

Employees may change the number of withholding allowances claimed for Federal and/or State Income Tax purposes at any time by filling out a new W-4 and/or DE-4 form online through the School's payroll processing system (Paycom) and submitting it to Human Resources. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from

Powered by BoardOnTrack

paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

3.4 Faithful Performance

All employees are expected to promote the School's operational interests at all times and to devote their full time and attention during working hours to faithfully and efficiently performing their assigned duties to the fullest extent possible within their individual means and talents.

3.5 Outside Work

Employees may hold other jobs or engage in work outside of their role with ECRCHS so long as such outside work does not have a negative impact on fulfilling their responsibilities to ECRCHS. Furthermore, any outside work must not conflict or compete with ECRCHS interests or be conducted during an employee's scheduled work

time. Employees engaging in outside work that require ten (10) hours or more of attendance during the regular Monday-Friday work week must notify their supervisor or manager so that ECRCHS can determine if such work presents a problem or a conflict with ECRCHS interests.

The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment.
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees are prohibited from using Confidential Information or ECRCHS tools, equipment, or other property for outside work.

Employees may not use outside work as an excuse for failing to perform their responsibilities to ECRCHS, for poor job performance, or for failing to be present during scheduled work hours. Therefore, Employees should refrain from taking on any outside work that may demand too much of their time, energy, or attention. ECRCHS may ask an employee to stop or decrease their involvement in any outside work that becomes a detriment to their job performance.

Outside work includes any work outside of employee obligations to ECRCHS for which employees are compensated, monetarily or otherwise, including self-employment. Outside work also includes service on a board or commission for a public entity or governing body, whether an employee is paid or otherwise compensated for such work.

3.6 Expense Reimbursements

ECRCHS reimburses employees' reasonable pre-approved expenses incurred while conducting ECRCHS business. All purchases made by an employee must be accompanied by an original or electronic receipt. When receipts are lost, employees must make every effort to retrieve a copy of the receipt or provide a document with comparable detail. There are a few exceptions for which credit card receipts or cancelled checks will be considered sufficient, as itemized descriptions of these expenses would likely not show details of personal use (i.e., taxi fares on conference days and parking fees incurred the day an employee attended workshops or other work events). For non-student-related meals, detailed receipts are a requirement. Employees are allowed to tip up to eighteen (18%) of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary. Any incremental excess is the responsibility of the employee.

Employees may only travel on ECRCHS business when authorized and should verify which travel expenses are eligible for reimbursement prior to making travel arrangements. While traveling, employees must keep a detailed report of their business activities and the expenses they incur, including supporting documentation. Employees must submit their expense reports within one hundred eighty (180) days of their return from travel, but no later than June 30 of each calendar year. Employees should use discretion while traveling to keep expenses at a minimum and to avoid inappropriate expenses. Employees may not be reimbursed for expenses that are excessive or improper under the circumstances. Where appropriate, all reimbursement rates will be based on criteria set forth in the U.S. General Services Administration website, which can be found at www.gsa.gov.

Employees will be reimbursed for expenditures within fifteen (15) working days of presentation of appropriate documentation and approval from the administrator.

Nonexempt employees will be paid for travel while on ECRCHS business. Exempt employees will be paid their normal salary while traveling for ECRCHS.

3.7 Meal Breaks

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. Employees must immediately inform their supervisor if they are prevented from taking their meal period.

3.8 Rest Breaks

Nonexempt employees are provided with a paid ten (10) minute rest break for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of each work period as is practicable. However, employees are not required

to receive a rest period where the total work shift is less than three- and-a-half (3 ½) hours. ECRCHS may permit rest breaks in excess of the minimum amount required by law.

Supervisors may choose to stagger rest breaks as needed to manage operations. Rest breaks must be taken at the assigned times. Rest breaks may not be accumulated or combined with other break periods into longer rest or meal breaks, and employees may not use rest breaks to cover their late arrival or early departure from their shifts. Employees must immediately inform their supervisor if they are prevented from taking their rest period.

3.9 Lactation Accommodation

ECRCHS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

ECRCHS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is clean and located close to the employee's work area. Such room/location shall not be a bathroom or contain toxic or hazardous materials and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

3.10 Time Reporting

By law, ECRCHS is obligated to keep accurate records of the time worked by its employees. Such employees shall be required to utilize the School's electronic timecard system.

Time worked is recorded based on the actual amount of time worked, to the nearest minute. The timecard indicates when the employee arrived and when the employee departed. All employees (exempt and nonexempt) must record their arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees (exempt and nonexempt) are required to keep the office advised of their departures from and returns to the School premises during the workday.

Employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must request timecard corrections in Paycom to make the correction and such correction must be initialed by both the employee and Human Resources or such designated ECRCHS officer or manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to, checking emails before/after work hours, performing work in the

morning before logging in, and running School errands after logging out.

No one may enter time on behalf of another employee, nor modify another employee's time records unless expressly authorized to do so. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including termination.

3.11 Attendance

The School's success relies on employees arriving on time and regularly attending work. Employees must notify their supervisor in advance of the scheduled starting time if the employee will not be able to attend work that day for any reason or will be arriving late. Failure to notify a supervisor in advance will result in an unexcused absence, which is serious misconduct. ECRCHS may consider an employee's job abandoned and their employment status voluntarily resigned for any unexcused absence lasting three (3) or more consecutive days you are scheduled to work. Employees must also receive prior supervisor approval should they need to leave work early for any reason. Employees who display a pattern of excessive absences or tardiness may be disciplined despite not having used all of their accrued leave.

3.12 Performance Reviews and Pay Increases

Unless otherwise specified by written contract or collective bargaining agreement, a formal performance review will be conducted every twelve (12) months. This will provide an opportunity to review past performance in order to recognize strengths, target weaknesses and areas for improvement, and identify specific goals going forward. Any written performance reviews will become part of the employee file.

Employees receiving a performance review will not necessarily receive an increase in pay. Pay increases are based on several factors, including overall department and ECRCHS annual budgets, and will not always directly reflect an employee's performance. Besides formal performance reviews, employees are encouraged to regularly have informal discussions with their supervisors about their strengths, weaknesses, and goals, in order to monitor their performance. Pay increases may be implemented at other times besides during performance reviews but must always be preapproved by a human resources or payroll manager to ensure that the requested increase aligns with ECRCHS policy and is in ECRCHS' best interest.

Periodic pay bonuses are not guaranteed to employees and are at the discretion of management. If paid by ECRCHS, these will be based on individual performance and ECRCHS budget availability. Bonuses are meant to incentivize employees to exceed expectations and constantly perform to the best of their abilities. This will help ensure that ECRCHS stays competitive in its market.

3.13 Payroll Policies

ECRCHS reserves the right to change payroll policies and practices, including those stated above, after providing prior written notice to employees and in accordance with state law.

SECTION IV - Standards of Conduct

4.1 Equal Employment Opportunity

ECRCHS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits ~~historically~~ associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act "FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a

Powered by BoardOnTrack

disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day

personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation is needed to perform the job. ECRCHS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform their job. ECRCHS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

4.2 Professional Boundaries: Staff/Student Interaction Policy

ECRCHS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment):

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment):

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of School employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, the employee must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.

(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the School.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student. ~~in an attempt to gain their support and understanding.~~
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
~~(j)~~(k) Communication with students via an employee's personal accounts such as email, and/or social media

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from School or School activities.
(b) Being alone in a room with a student at School with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors
(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-School activity.
(b) Obtaining formal approval to take students off School property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertain to School activities or classes (Communication should be limited to School technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.

(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular School hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct, a high priority.
(s) Asking yourself if your actions are worth your job and career.

4.3 Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ECRCHS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits ~~historically~~ associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); recreational cannabis use outside of work, or based on the results of a required drug test finding the employee to have nonpsychoactive cannabis metabolites in their hair, blood, urine, or other bodily fluids; medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

ECRCHS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to Human Resources or designee.

When ECRCHS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ECRCHS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

Prohibited unlawful harassment may include, but is not necessarily limited to, the following:

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

ECRCHS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment. It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against the employee or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and

every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct, undertaken with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes, but is not limited to, the following: repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets; verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/ Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults; and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct; and
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by

Powered by BoardOnTrack

employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in anyway sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ECRCHS policy.

While not all harassment, discrimination and abusive conduct is unlawful, it is always against School policy.

Title IX Notice of Nondiscrimination

ECRCHS does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Vania Rodriguez, Director of Human Resources, v.rodriguez@ecrchs.net, (818) 595-7536
Dean Bennett, Administrative Director, d.bennett@ecrchs.net, (818) 595-7506
Emilie Larew, Administrative Director, e.larew@ecrchs.net, (818) 595-8005

A copy of ECRCHS's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within ECRCHS's education program or activities and for pursuing available remedies, is

available on the ECRCHS website at: https://www.ecrchs.net/about/title-ix~~[INSERT LINK]~~

4.4 Whistleblower Policy

ECRCHS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigation, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

4.5 Standards of Conduct and Discipline

All discipline will be carried out in accordance with any applicable collective bargaining agreement provisions and/or legal or contractual requirements. For those positions which are at-will in nature, ECRCHS may, in its sole discretion, with or without cause or advance notice utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, release from employment.

All employees are responsible for knowing and abiding by applicable ECRCHS rules and policies. ECRCHS prides itself on its ability to meet high standards of ethical and personal conduct throughout its operations. Therefore, employees are expected to maintain the highest ethical standards and perform their duties in good faith and to the best of their abilities at all times when engaged in ECRCHS business.

Where warranted under the circumstances, ECRCHS will seek to use progressive discipline to correct, improve upon, and prevent future recurrences of conduct falling below our standards. At the School's discretion, progressive discipline may proceed along the following line: verbal warning, written warning, conduct evaluation period,

suspension with or without pay, demotion, reassignment, and termination. A conduct evaluation period, if instituted for an employee, will be a discretionary set period in which the employee will receive counseling and monitoring by a supervisor with the aim of targeting possible causes and correcting the poor performance. Depending upon the employee's performance during the conduct evaluation period, further discipline or corrective action may occur at the end of the period, including termination.

ECRCHS reserves the right to combine, skip, or reorder any steps in the process depending upon the nature of the offenses and the circumstances. Note that this means that ECRCHS has the right to immediately terminate an employee, without warning or the use of progressive discipline, should the circumstances call for such action. When determining the appropriate discipline for a given instance ECRCHS may consider, at its discretion, any of the following factors, without limitation: the employee's prior history of poor conduct with ECRCHS or prior employers; the employee's work record and level of commitment to ECRCHS goals; the number of repeated instances of the particular offense; the amount of counseling and/or training received in order to prevent such offenses; the impact the offense has on the School's performance or perception in the marketplace; and the level of egregiousness and purposeful intention to violate ECRCHS policy. Note that supervisors and others who fail to report violations or who withhold relevant information concerning a policy violation will be disciplined as is warranted under the circumstances.

At the School's discretion, employees may be disciplined or terminated for violating any ECRCHS policy or rule. Misconduct can take many forms, and it is impossible for ECRCS to provide employees with a comprehensive list of prohibited behaviors. Therefore, the list below is only illustrative and is intended to give employees notice of some of the School's general expectations concerning standards of conduct; ECRCHS maintains the discretion to discipline or terminate employees for engaging in any conduct ECRCHS deems inappropriate. Employees are expected to use good judgment in all their actions and to consult their supervisors or a human resources manager if there is any doubt as to whether their intended conduct falls below ECRCHS standards.

Examples of misconduct that may result in discipline or termination include, but are not limited to, the following:

- Unsatisfactory job performance, including poor quality or quantity of work.
- Engaging in insubordination or disobedience to the legitimate orders of a supervisor.
- Repeatedly arriving tardy or starting work late.
- Repeated unexcused absences.
- Falsifying time records or failure to accurately record time worked, including time records for another employee.
- Dishonest behavior.
- Illegal discrimination or harassment.
- Disorderly conduct, such as violence or threats of violence or blackmail.
- Violating ECRCHS procedures or instructions.
- Failure to abide by health or safety regulations.
- Intentionally falsifying ECRCHS documents, including ECRCHS records and

documents provided by the employee during the hiring process.

- Failure to maintain appropriate boundaries with students, including, but not limited to, the following communicating on a one-to-one basis by cell phone, text, or other social media rather than in a group context; granting or gaining access to students through social media such as Facebook, Twitter, Instagram, or Snapchat; and otherwise failing to maintain a professional relationship with students.
- Excessive use of obscene, profane, or abusive language.
- Misusing ECRCHS property, including using property without authorization; using ECRCHS property improperly; or damaging, destroying, or stealing property.
- Possession or use of weapons or other dangerous items or materials on ECRCHS property.
- Possession or use of illegal drugs, alcohol, or controlled substances without a valid prescription on ECRCHS property or while engaged in ECRCHS business.
- Failure to disclose conflicts of interests.
- Unauthorized use or disclosure of ECRCHS' confidential information.
- Conviction of a crime that indicates an employee is unfit to work for ECRCHS or represent a potential threat to ECRCHS personnel or operations.
- Violating applicable laws or regulations in performing duties.
- Violating any other ECRCHS policy or rule.
- Using or possessing firearms, weapons, or explosives of any kind on School premises.
- Gambling on School premises.
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
- Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
- Immoral or indecent conduct.
- Engaging in sabotage or espionage (industrial or otherwise).
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures, or treatment.
- Sleeping during work hours.
- Refusal to speak to supervisors or other employees.
- Failure to possess or maintain the credential/certificate required of the position.
- Unprofessional conduct.
- Allowing a visitor onto campus without prior authorization and without the appropriate clearances.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
- Failure to adequately supervise students.-

4.6 Giving and Accepting Gifts

Employees may not give or accept gifts, services, entertainment, or favors from a ECRCHS competitor, client, customer, supplier, government entity, or other organization which has a business relationship with ECRCHS. However, employees

may receive gifts that are lawful, customary, and up to maximum value of $50, when ECRCHS so authorizes in advance. For example, an employee may accept meals and refreshments of nominal value given in connection with business activities. When in doubt, employees should consult a supervisor, and notify a member of management if they do receive a gift of more than nominal value.

Moreover, employees may receive lawful, customary gifts up to a maximum of $50 from students or parents/guardians, as long as doing so does not affect, influence, or can otherwise be construed to affect or influence, a student's grade or involvement in any School related activity.

4.7 Internal Promotions and Transfers

ECRCHS may choose to initiate promotions or transfers of employees between different positions and locations in order to meet the School's various business needs. Employees who feel that they are well qualified are also encouraged to apply for job vacancies that become available. However, employees must notify their supervisor if they apply for a position. ECRCHS prefers to promote from within unless it decides that hiring outside the organization is advisable. Employee candidates may be subject to the same hiring interviews, tests, and other processes as outside applicants. At all times ECRCHS retains discretion to hire outside candidates and make exceptions to this promotions and transfers policy.

4.8 Dress Code

Employees are expected to maintain a clean, orderly, and well-groomed appearance. Specific dress standards will vary depending on the position and responsibilities of each employee. Employees should ask their supervisor if they are unsure as to what is appropriate for an occasion. Employees displaying improper dress or appearance will be notified. Repeated inappropriate appearance is grounds for discipline. Management will determine what is considered "appropriate" dress and appearance.

4.9 Safety

Each employee is tasked with helping maintain a safe work environment and complying with all safety and health laws and regulations. Employees must report all injuries, accidents, illnesses, safety hazards, and health concerns that they experience or observe to the Business Office or another supervisor. Failure to abide by ECRCHS safety policies or to report unsafe conditions may result in discipline.

The Occupational Safety and Health Act (OSHA) is a federal law requiring the School to maintain records of all work-related accidents and illnesses. Employees are required to submit an incident report to Human Resources for all accidents, illnesses, or unsafe working conditions that an employee suffers or witnesses while on the job, no matter how small. Human Resources may prescribe a standardized incident report form for employee use. Failure to complete an incident report may result in discipline or prevent an employee's ability to receive worker's compensation and other benefits.

Employees should contact their manager if they or another co-worker is injured on the job. If necessary, contact emergency medical assistance.

4.10 Fire Safety

Employees are required to know and observe OSHA regulations, including helping prevent fires and maintain safe practices for avoiding fires in the workplace. Do not block access to any fire exits, doorways, windows, or fire extinguishers. Please keep all flammable materials stored in covered metal containers.

4.11 Closed Circuit Television System (CCTV)

For the safety of staff and students, ECRCHS maintains a CCTV system throughout its premises. All staff are advised that ECRCHS records activities on and immediately around its premises and has the right to use recorded activities as necessary and warranted. Employees do not have a reasonable expectation of privacy in this regard. Note, however, that a CCTV system shall not be installed in any private areas (such as restrooms or locker rooms),or inside classrooms.

4.12 Identification Badges

For the safety of staff and students, and to ensure that all staff are immediately recognizable, each employee is provided a photographic identification ("ID") badge. The ID badge must be worn at all times while on campus and should be worn on a lanyard or clipped onto the outermost layer of clothing.

4.13 Workplace Bullying

ECRCHS employees are to be treated with courtesy and respect at all times. Bullying through repeated inappropriate abuse of another will not be tolerated in the workplace, whether physical, verbal, or otherwise. Examples of bullying include, but are not limited to, pushing, physical assault, threats, insults, ridiculing, humiliating, and slandering. If an employee is a victim or witness of bullying, they should report it to their manager immediately. Communications regarding bullying and any resulting investigations will be kept as confidential as possible under the circumstances. Retaliation against those who report instances of bullying is prohibited. Violations of this policy will result in discipline and possible termination.

4.14 Workplace Violence

ECRCHS does not tolerate violence or dangerous behavior of any kind in the workplace, whether through physical abuse, threats, intimidation, coercion, stalking, or otherwise. Employees should report all incidents of direct or indirect violence or dangerous behavior to a manager as soon as possible. Reporting incidents and concerns early can help prevent a situation from escalating and becoming even more dangerous. Those who report workplace violence may not be disciplined or retaliated against. Employees should never attempt to handle a potentially dangerous situation themselves.

Reports of violence or dangerous behavior will be promptly investigated. Identities of those involved will be kept as confidential as is possible under the circumstances. Those suspected of violence or dangerous behavior may be suspended during the investigation, with or without pay, in order to maintain safety in the workplace. If an employee is found guilty of violence or other dangerous behavior, including threats of violence, they may be disciplined and terminated at the School's discretion.

See **Appendix C** for the "Workplace Violence Reporting Form." This form should be

used to report any incidence of workplace violence that any employee of ECRCHS witnesses at the workplace or any work-related event.

4.15 Drug-Free Workplace

The School's drug and alcohol policy applies to all employees and applicants for hire and is designed to identify and correct instances of substance abuse in the workplace. The Executive Director is responsible for implementing and enforcing this policy.

Drug and alcohol abuse are serious threats to ECRCHS operations and success, not to mention employee health and safety. In order to provide a safe and productive workplace, employees are prohibited from consuming, possessing, selling, or purchasing illegal drugs at any time on ECRCHS property or while engaged in ECRCHS business. Likewise, employees may not consume alcohol at any time on ECRCHS property or while engaged in ECRCHS business, except for reasonable and moderate alcohol consumption during ECRCHS business and social events. Additionally, employees may not have any detectable amount of alcohol or illegal drugs present in their bodily systems at work. The prohibitions in this policy apply whether employees are at a work facility, operating an ECRCHS vehicle, or conducting off-site work.

A drug is considered illegal if it is illegal to possess or obtain or is legal to possess but has been obtained illegally, such as possessing prescription drugs without a valid prescription. This policy does not prohibit employees from lawfully possessing and using prescribed drugs. However, employees with valid prescription drugs are prohibited from abusing such drugs by consuming them in excess of the prescribed amounts or from consuming prescribed drugs that impair their ability to safely perform their duties. ECRCHS reserves the right to require employees taking prescribed drugs to produce proof that they possess valid prescriptions. Employees should consult a doctor if they are unsure as to the potential effects of any prescribed drugs they take. Employees are responsible for notifying their supervisor if any prescribed drugs they take may impair your ability to work safely or perform their duties effectively.

Any violation of this policy can result in disciplinary action and possible termination, even for an employee's first offense. We encourage employees to seek help if they have developed an addiction or dependence on drugs or alcohol. ECRCHS will make reasonable efforts to accommodate employees who voluntarily seek help, whether through counseling, rehabilitation, or another type of assistance program. As warranted under the circumstances, such employees may be allowed to use paid time off, referred to treatment programs, placed on leaves of absence, or otherwise accommodated as required by law. Before returning to their prior work status, such employees may be required to provide proof that they have successfully completed their treatment program and submit to testing to ensure they can perform their duties safely.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

4.16 Drug Testing

In order to maintain a safe and productive workplace, ECRCHS may conduct drug or

Powered by BoardOnTrack

alcohol testing of any employee where circumstances or job responsibilities justify such testing. Regardless of job responsibilities, employees may be required to submit to drug or alcohol testing when circumstances warrant, including, but not limited to, the following:

- When applying for a position and before receiving a job offer.
- When the employee's supervisor reasonably suspects, based on the supervisor's personal observations, that the employee is under the influence of illegal drugs or alcohol during work hours.

- After violating a safety policy or rule or being involved in a serious accident that causes damage to anything on ECRCHS property, including that employee or another employee.

Employees will receive their normal pay for time spent undergoing testing but may be suspended pending the results of the test, with or without pay. Should the results prove negative, employees suspended without pay are entitled to receive back pay.

Employees testing positive or refusing to submit to testing under any of the circumstances stated in this policy are subject to discipline and possible termination. Information related to drug and alcohol tests, addictions, and dependencies, including medical information, will be kept strictly confidential to the extent required by law and separate from the normal employee file.

Supervisors must consult a human resources manager before requiring an employee to submit to testing when the employee is reasonably suspected of being under the influence of illegal drugs or alcohol or possessing, selling, or distributing illegal drugs during work. Applicants testing positive will be disqualified from consideration for all job vacancies. Supervisors or management may contact law enforcement where appropriate when they reasonably suspect criminal activity.

4.17 Searches

ECRCHS reserves the right to conduct searches and inspections of ECRCHS property and any items on ECRCHS premises. Employees do not have a reasonable expectation of privacy with respect to their use of School property or personal items brought to the School campus. Personal items owned by employees brought on the premises such as bags, vehicles, and other containers, may be searched if ECRCHS has reasonable suspicion to do so. ECRCHS may search or inspect any part of its premises or property provided to employees for their use such as lockers, desks, cabinets, and drawers, at any time and for any reason, with or without reasonable suspicion or cause. Searches for illegal drugs, alcohol, paraphernalia, and other items possessed illegally may be conducted at any time, either with or without notice. Any illegal items ECRCHS confiscates will be turned over to the appropriate law enforcement agency. Employees who fail to fully cooperate in all searches or inspections are subject to discipline.

4.18 Smoke-Free Workplace

In conformance with state law, ECRCHS prohibits smoking and vaping on all ECRCHS premises, including inside and outside on all areas on ECRCHS premises, during off-

site ECRCHS meetings and events, and inside ECRCHS vehicles. This policy applies to all employees, contractors, visitors, and other persons that are present on ECRCHS premises or any other place where smoking is prohibited by this policy. "Smoking" is defined as the "act of lighting, smoking or carrying a lighted or smoldering cigar, cigarette or pipe of any kind." "Smoking" also includes the use of electronic cigarettes ("e-cigarettes").

Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

4.19 Computer and Electronic Communication Policy

All employees must use computers and other forms of electronic communication in an ethical and professional manner at all times. This policy is designed to guide employees in their use of computers and other electronic communication devices on behalf of ECRCHS, including all electronic communication devices owned or leased by ECRCHS, used or accessed on ECRCHS premises, used for or on behalf of ECRCHS, or used to create content identifying or associated with the School's business operations. Employees should consult a supervisor or a human resources manager if they have questions or concerns related to this policy.

An "electronic communication" is any digitally- or electronically stored or transferred information using an electronic device, and includes use of computers, email, internet, telephones, fax machines, and any other electronic device. All electronic communications and information an employee may create on ECRCHS premises or otherwise on behalf of ECRCHS are the sole property of ECRCHS, not the employee, and should only be created or used for the School's best interests and never for personal use. This includes all digital files, software, and hardware an employee may create. Employees have no right to privacy in their electronic communications created on behalf of ECRCHS or using ECRCHS property.

ECRCHS has the right to override personal passwords in order to gain access to digitally stored information owned by ECRCHS. ECRCHS may also keep a record of the passwords used to gain access to ECRCHS' electronic communications. Employees should take care to not transmit or store their own sensitive personal information using or on ECRCHS property. ECRCHS routinely monitors employee use of its electronic devices. ECRCHS may access all ECRCHS-owned electronic communications, including emails, internet posts, text messages, voicemails, blogs, and "tweets." Employees will be subject to discipline if found to be using or creating ECRCHS-owned electronic communications or devices in an inappropriate or illegal manner.

Employees may only access the School's electronic communications and devices that they have been granted access to. This means employees may not access electronic communications restricted to management, other employees, or third parties without prior authorization.

Employees must use the School's electronic communications and devices in strict compliance with the confidentiality policy described herein. Take care not to disclose

confidential information to inappropriate persons or without authorization via the School's electronic communications or devices, especially when sending emails to outside parties. ECRCHS may use its electronic communications and devices according to the needs of the business and applicable law.

The School's electronic communications and devices may not be used to create or display anything that might disparage or negatively impact the School's public image or reputation or that would otherwise be contrary to the School's best interests. In addition, employees using the School's electronic communications and devices are prohibited from the following:

- Engaging in discriminatory, harassing, obscene, or illegal conduct;
- Engaging in copyright, trademark, or other intellectual property infringement;
- Accessing electronic communications that an employee is restricted or prohibited from accessing; or
- Otherwise violating ECRCHS policy.

Employees may only use the School's electronic communications or devices for business purposes, not personal use. Accessing internet websites not for business purposes or accessing personal email during work is prohibited. Additionally, employees may not install personal software on ECRCHS electronic devises or systems. Employees may only use their personal electronic devices while on break. Note that illegally duplicating ECRCHS software may result in civil liability against employees and ECRCHS.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's ECRCHS email account.

Employees must also take care to not use the School's electronic communications or devices in any way that disrupts the ability of others to use them. Employees should be wary of suspicious emails, emails from unknown parties, and pop-ups and downloads from sites that are not trusted. Employees should contact a manager if they become aware of any virus on a ECRCHS device or think they may have downloaded a virus accidentally.

4.20 Social Media

Utilization of social media is a powerful way to market ECRCHS, influence its reputation, and engage with the community and public at large. While we encourage employee support of ECRCHS through the use of social media, employees should use sound judgment when deciding whether or not a post or social commentary is in the best interest of ECRCHS.

Social media refers to any social interaction via the internet or similar platforms, such as Snapchat, YouTube, Facebook, Twitter, LinkedIn, Instagram, TikTok, blogs, forums, and other online communities or sites accessible to the public or outside parties. When using social media employees should conduct themselves in a professional and courteous manner at all times and respect the views of others, as your

statements may reflect on the School's reputation and public image. Employees should take care to distinguish any personal opinions they may have from those of ECRCHS. For instance, by inserting, "The opinions I have included here are my own and do not necessarily represent the opinions of my employer," into an employee's social media account's biography section. Employees are prohibited from creating content on social media that could be considered discriminating, harassing, or obscene, or that may damage the School's reputation or public image. Employees are prohibited from posting photos of students without the approval of the students' parents/guardians. Employees also may not use social media for personal use during work. ECRCHS may monitor employee use of social media and may ask an employee to delete or change any ECRCHS-related content found to be inappropriate or not in the School's best interest.

Employees are also prohibited from representing themselves as official representatives or agents speaking on behalf of the School, including by creating social media sites or content that uses the ECRCHS name or any portion thereof, without the express written approval of administration. By way of example only, employees may not create a Facebook page titled "El Camino Real News" in order to disseminate and publish their own opinions and viewpoint. Violation of this provision may lead to discipline, up to and including termination of employment.

4.21 Personal Phone Calls and Cell Phone Use

Making personal phone calls or using a cell phone during work can be disruptive to others and interferes with employee productivity. Therefore, employees should not make personal phone calls or use their cell phones during work except during breaks, emergencies, or on rare occasion to handle pressing personal matters. ECRCHS retains the right to outright prohibit all personal calls and cell phone use and supervisors may prohibit personal calls for individual employees who abuse the privilege.

Employees should keep their cell phones silenced or on low volume at all times during work so that you do not disturb others. When making personal calls, employees should keep their voice at a low volume and move away from others if possible.

Any employee who receives an ECRCHS-issued cell phone must not use it to make personal calls. ECRCHS- issued cell phones will remain the School's exclusive property and must be returned at the end of employment.

4.22 ECRCHS Equipment and Property

Any equipment that ECRCHS issues to employees will remain the School's sole property and must be returned promptly at the end of employment. ECRCHS-issued equipment may include cell phones, laptops, vehicles, and other items. Employees are responsible for performing regular maintenance, following all operating instructions and safety guidelines, and not damaging or destroying any ECRCHS equipment or property an employee receives or uses during the course of their employment. Employees should notify their supervisor immediately if they discover any ECRCHS equipment or property that is damaged, defective, hazardous, or in need of repair. Employees should ask their supervisor if they have questions or concerns regarding proper operation or maintenance of ECRCHS equipment or property.

Employees who handle ECRCHS equipment or property improperly, negligently, or in an unsafe manner may be disciplined, and employees may be required to reimburse ECRCHS for damages they cause directly or in directly to ECRCHS property.

4.23 Parking

Employees may park in the faculty lot or on the streets around the School where parking is legal. Employees are not to loiter, litter, smoke, play radios, etc., in the parking lot or surrounding streets. Employees are expected to follow safe driving practices at all times. ECRCHS assumes no liability for any damage done to or loss of vehicles parked on or near its campus; employees park at their own risk. Illegally parked cars may be towed at owner's expense. ECRCHS reserves the right to revoke parking privileges at any time, at its sole discretion.

4.24 Solicitations in the Workplace

Soliciting for causes and distributing non-work-related materials in the workplace may cause disruptions and interfere with productivity. Employees and nonemployees are prohibited from solicitation and distributing or posting literature or other materials in the workplace without prior authorization. This includes things such as requesting donations and funds, selling products or services, gathering signatures, promoting organizations, posting on bulletin boards, sending non-work-related emails, and posting solicitations on ECRCHS online spaces. ECRCHS may make limited exceptions to this policy for charitable activities, community organizations, or ECRCHS-sponsored events and organizations.

SECTION V - Employee Benefits

5.1 Benefits Generally

In addition to benefits required by state and federal law, full-time employees (as defined above) may become entitled to a range of benefits offered by ECRCHS. ECRCHS reserves the right to alter, supplement, amend, or end employee benefits at any time. Official benefits plans and documentation contain many terms and conditions. The policy below is only intended to outline general guidelines and procedures ECRCHS follows with regard to its benefits. However, specific benefits are governed by ECRCHS plan documents and other official benefit documentation, which is controlling over this policy, and any statement in the below policy that contradicts or does not align with official benefit documentation shall be considered void. Therefore, employees should be sure to consult official documentation specific to benefits and/or a supervisor if they have any related questions or concerns.

Eligibility for benefits that ECRCHS may offer is contingent on many factors including employee status and performance as well as ECRCHS performance and profitability. Employees should speak to their supervisor or Human Resources if they are unsure as to which benefits they are or may become eligible to receive.

5.2 STRS/PERS Certificated Employees: STRS

All eligible certificated employees (as defined by law) will participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required employee percentage, and ECRCHS will contribute the employer's portion. All withholdings from employees and from ECRCHS will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

Classified Employees: PERS

All classified employees (as defined by law) will participate in the Public Employees' Retirement System ("PERS"). Employees and ECRCHS will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

Other Employees

If eligible and economically feasible, ECRCHS will continue to participate in the Public Agency Retirement System ("PARS") for employees who are not eligible to participate in PERS/STRS.

5.3 Medical and Dental Insurance

An employee is eligible to receive medical insurance if the employee is a regular employee working for the School at least thirty (30) hours per week. Employees may also become eligible to receive dental insurance.

These benefits are governed by the official benefit documentation plans and are the

same as those benefits offered to the teaching staff. Employees should contact Human Resources to review the plans should they have any questions or concerns regarding eligibility or coverage.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

5.4 COBRA

When coverage under the School's health plan ends, employees or their dependents may continue coverage in some situations.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes that person ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

ECRCHS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorces or legally separates, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member is responsible for notifying the School within thirty (30) days of the event. ECRCHS will then notify the

employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- ECRCHS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

5.5 Workers' Compensation

ECRCHS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury to Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to Human Resources; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ECRCHS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of Emergency Medical Services ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved

center.

- All accidents and injuries must be reported to Human Resources and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries will be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

5.6 State Disability Insurance

Classified employees may become eligible to qualify for disability insurance offered through the State of California. This provides employees with supplementary income in the event that they suffer an illness or accident resulting in a disability that prevents them from performing their job.

The California Employment Development Department ("EDD") is solely responsible for determining eligibility for state-issued disability benefits. Employees should contact the EDD if they have any questions or concerns regarding disability benefits.

5.7 Social Security

Classified employees and ECRCHS contribute to the federal government's Social Security Program. This program is designed to provide employees with benefits when they retire, become disabled, or are unemployed. Employees should contact the Business Office if they have any questions or concerns regarding Social Security contributions.

5.8 Unemployment Insurance

ECRCHS pays taxes toward unemployment insurance in accordance with federal and state law. This provides employees with supplemental income should they become unemployed through no fault of their own and also meet certain other eligibility requirements.

The EDD is solely responsible for determining eligibility for unemployment insurance. Employees should contact the EDD if they have any questions or concerns regarding unemployment insurance.

5.9 Flexible Spending Account

Eligible employees who wish to do so may set up flexible spending accounts ("FSA"). These are accounts regulated under IRS Code Section 125 that allow employees to withhold a portion of their salary on a pre-tax basis to cover the costs of: medical, dental, and vision insurance; qualifying insurance premiums; co-payments; out-of-Pocket insurance expenses; dependent care expenses, such as daycare; and other qualifying expenses.

If enrolled, employees will be able to specify the amount they wish to deduct from

their salary to contribute to an FSA. Salary contributions to a health FSA are set by statute; they are indexed for inflation and may change from year to year. Employees should contact Human Resources for the maximum amount allowed. Employees will forfeit any unused funds remaining in their FSA at the end of the plan year. Employees should contact the Business Office to review the official benefit documentation plan or if they have any questions or concerns regarding eligibility.

5.10 Tuition Reimbursement

The tuition reimbursement program aims to encourage non-teaching staff to gain new workplace skills. In order to be eligible for tuition reimbursement, all classes must be pre-approved for reimbursement prior to a reimbursement submission and ideally prior to enrollment if the intention is to receive reimbursement for the cost of an educational program, courses, or classes. Tuition will be subsidized at the following rates for staff who do not receive additional compensation tied to units when s/he takes approved courses in education, business, or technology.

ECRCHS offers the following:

- 100% of the cost of tuition for up to one (1) class per quarter (for a total of four (4) courses per year)at UCLA Extension. As ECRA has a special agreement with UCLA Extension, ECRA pays for these classes directly and there is no employee reimbursement required.
- $700/class for non-UCLA Extension courses with a $1,400 cap for anyone (1) academic period and a $2,800 cap per calendar year. Employees must submit an expense report with supporting documentation (e.g., tuition bill).

All classes must be taken for a letter grade or pass/fail. A grade must be provided at the end of the course. A grade other than “C” or better, a “Pass,” or the failure to report a grade, will prevent the employee from taking another subsidized class for twelve (12) months.

5.11 Retiree Benefits

ECRCHS is committed to maintaining a retiree health benefits program (understanding that some possible modifications may need to occur to the requirements regarding the eligibility of future employees depending on the funding model and size of ECRCHS, as well as actuarial projections). To that end, ECRCHS has created an irrevocable trust to ensure future coverage of retiree health benefits similar to or better than contemporaneous benefits offered by LAUSD to its retirees during the same period. For a full description of benefits and eligibility criteria, please contact the Business Office.

SECTION VI - Time Off, Leaves of Absence, and Work Calendars

6.1 Work Calendar

The number of days worked per year varies by employee based on job duties and categorization. Employees who are unsure or unclear of their days worked per year should contact Human Resources to request clarity.

6.2 Holiday Time Off

Most employees will receive fourteen (14) paid holidays per year. To receive a paid holiday, an employee must be in paid status both before and after the occurrence of a holiday.

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Cesar Chavez Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas Day
- Two (2) other holidays to be scheduled at the discretion of ECRCHS.

Eligible employees will receive pay for time off during these holidays calculated at each employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. ECRCHS may require employees to work on observed paid holidays, as needed. Eligible nonexempt employees who are approved to work on the School's observed paid holidays will be paid at their normal base pay rate for hours worked in addition to receiving holiday pay. ECRCHS will provide employees with prior notice of the dates designated for the additional, School-assigned holidays. ECRCHS will observe any holidays that may fall on a weekend on the closest business day either preceding or following such holiday. When possible, ECRCHS will attempt to make reasonable accommodations for employees who request time off to observe other religious holidays, including possibly allowing substitution of vacation leave or unpaid personal leave.

6.3 Requesting Leave

ECRCHS' operations rely on having a dependable and consistent workforce. However, the School understands that circumstances will sometimes require employees to take time off work. Eligible employees are entitled to various types of leave that are either mandated by law or offered by ECRCHS on a discretionary basis. Unless a specific type of leave in this policy provides a different notice time or otherwise required by law, employees must provide at least **ten (10) days' advance notice** prior to taking planned leave. If the need for leave is unforeseeable, employees

must give notice as soon as possible under the circumstances.

Employees must properly submit all requests for leave within the notice period required and receive authorization prior to taking the time off work. Unless required to authorize the leave by law, ECRCHS will grant leave requests based upon ECRCHS needs and its ability to absorb the missed work. Unless otherwise noted or required by law, regular full and part time employees who receive paid time off will be paid at their normal base pay rate for the hours absent. If an employee is unsure as to which types of leave, they are eligible to receive, they should consult the Business Office.

6.4 Vacation Leave

The amount of vacation leave an employee receives (based upon work calendar) is based on the employee's years of service at ECRCHS and the employee's employment status. Accrual of vacation leave is set forth in the applicable employment agreement or offer letter.

Vacation leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. Unused vacation leave remaining at the end of the year will be carried over to the following year. Vacation days may be carried over up to one-and-a-half times the annual rate; when the maximum is reached, vacation days will no longer accrue until vacation time is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Vacation time must be taken by eligible employees in minimum increments of one (1) hour.

In the event that a holiday occurs during an employee's scheduled vacation leave, that day will be treated as holiday time off instead of vacation leave. Upon proper notice and request, ECRCHS may approve employee requests for unpaid vacation leave. ECRCHS will try to accommodate requests for vacation leave when possible, but ECRCHS has the right to deny any requests that may interfere with or negatively impact its operations. Employees will be paid for any accrued unused vacation leave remaining upon termination.

6.5 Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, ECRCHS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings), or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address i~~nstances of~~ qualifying acts of violence, including but not limited to domestic violence, sexual assault, or stalking, that are committed against themselves or a family member.

Paid sick leave is available to all salaried and hourly ECRCHS employees. Eligible employees shall accrue sick leave as follows:

- Full-time employees working twelve (12) months per year may accrue up to thirteen (13) sick days per year. Unused, accrued sick leave for these employees shall carry over from year-to-year.
- Any full-time employee working less than twelve (12) months per year will accrue .05 sick hours per hour worked, including vacations, holidays (overtime). Unused, accrued sick leave for these employees shall carry over from year-to-year.
- Part-time employees will accrue one (1) hour of sick time for every thirty (30) hours worked and may accrue up to 48 hours per year. Accrued and unused paid sick leave may carry over to the following year of employment and will be capped at eighty (80) hours.

Any additional sick time taken outside of this annual allotment will be compensated at half pay, up to a maximum of one hundred (100) sick days including the original allotment.

- Example: Sarah is a full-time employee who works twelve (12) months a year. She receives thirteen (13) sick days per year but must be absent from work for one hundred ten (110) days during the year due to an unforeseen illness. Per the School's sick leave policy, Sarah will receive full payment for the first thirteen (13) days, fifty (50%) of total payment for the next eighty-seven (87) days, and no payment for the remaining ten (10) days of her absence.

Employees cannot use paid sick leave until the sixtieth (60^{th}) calendar day following the employee's start date. Full-pay sick leave benefits must be used before available half-pay benefits may be used. Sick leave must be taken by eligible employees in minimum increments of one (1) hour. No employee will receive pay in lieu of sick leave under any circumstances, and employees will not be paid for any accrued but unused sick leave upon separation from employment. In the event that a holiday occurs during an employee's sick leave, that day will be paid as holiday time off instead of sick leave.

Reasonable documentation of the employee's illness and/or medical certification of the employee's fitness to return to work satisfactory to ECRCHS may be required before the School honors any sick leave requests. Inability or refusal to provide such documentation is cause for ECRCHS to deny a sick leave request. ECRCHS will not tolerate abuse or misuse of an employee's sick leave privilege.

Employees may request paid sick days either in writing or verbally. Upon proper notice and request, ECRCHS may approve employee requests for unpaid sick leave. Upon return from a paid leave, the employee must submit a completed Absence Form (or its equivalent) within twenty-four (24) hours of return. Failure to submit the completed Absence Form will result in a written and/or electronic reminder. Failure to submit the completed Absence Form within twenty-four (24) hours of the reminder, will result in the leave being designated as "unpaid," and the employee will not be compensated for the date(s) in question.

6.6 Personal Necessity Leave

There may be times when it is necessary to be absent from work for reasons other than those covered by other leave provisions. To this end, ECRCHS provides its full-time employees with up to six (6) days a year for personal necessity leave ("PNL") time. Note that PNL days taken are charged against sick leave time. However, if an employee has used their allotment of full pay sick leave, requests for PNL may be denied by the employee's supervisor.

An employee may use PNL when the gravity of the situations described below require the personal attention of the employee during assigned hours of service:

- Death of a close friend or relative not covered under Bereavement Leave;
- Death of a member of the employee's immediate family, when time in excess of that provided by Bereavement Leave is required;
- Serious illness of a member of the employee's immediate family;
- Accident involving the employee's person or property or the person or property of a member of the employee's immediate family;
- Birth of a child of the employee, or adoption of a child by the employee (includes child of cohabitant who is the equivalent of a spouse);
- Religious holiday of the employee's faith;
- Imminent danger to the home of the employee occasioned by a disaster such as flood, fire, or earth quake;
- An appearance of the employee in court as a litigant. Each day of necessary attendance as a litigant must be certified by the clerk of the court. The employee must return to work in cases where it is not necessary to be absent the entire day;
- An appearance of the employee in court or governmental agency as a non-litigant witness under subpoena. A copy of the subpoena must be provided. In any case in which a witness fee is payable, such fee shall be collected by the employee and remitted to the School. The employee must return to work in cases where it is not necessary to be absent the entire day;
- Attendance at the classroom of the employee's own child or ward and meeting with the School administrator because of suspension as required by Education Code § 48900.1;
- Up to four (4) hours of paid leave and up to thirty-six (36) hours of unpaid leave for attendance at the School of the employee's own child, ward, or grandchild for purposes of a School activities leave provided by Labor Code § 230.8. This leave shall not exceed a total of eight (8) hours per calendar month, or forty (40) hours per School year. The employee must notify the immediate supervisor at least five (5) working days prior to the absence.

If it is necessary to request PNL, the employee must notify the supervisor at the earliest possible opportunity. PNL, however, will not be granted during a vacation or other leave of absence, nor will it be granted during a strike, demonstration, or other such work stoppage. Employees will be required to sign and file a statement explaining the nature of the necessity before it is approved; in those instances where the need for PNL was unexpected, an employee must submit a written statement as soon as possible after the need arises. ECRCHS reserves the right to approve or deny a request for PNL should it interfere with or negatively impact its operations.

Upon return from a paid leave, the employee must submit a completed Absence Form (or its equivalent) within twenty-four (24) hours of return. Failure to submit the completed Absence Form will result in a written and/or electronic reminder. Failure to submit the completed Absence Form within twenty-four (24) hours of the reminder, will result in the leave being designated as "unpaid," and the employee will not be compensated for the date(s) in question.

6.7 Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

  To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the threshold is five (5) employees).

- Events That May Entitle an Employee to FMLA/CFRA Leave

  The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

  2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of the employee's job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

     a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

Powered by BoardOnTrack

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend School, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the

commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA/CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1)week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA or CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during. FMLA/CFRA leave, and these provisions may change from time to time the health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

ECRCHS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family members the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which is the employee is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and

conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

  No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

6.8 California Paid Family Leave

The California Paid Family Leave ("PFL") insurance program is administered by the California Employment Development Department ("EDD") and provides up to eight (8) weeks of paid leave to care for a seriously ill child, spouse, parent, or registered domestic partner, or to bond with a new child. Employees should contact the EDD if they have any questions regarding your eligibility for PFL and the amount of benefits they may receive.

6.9 Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

Powered by BoardOnTrack

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four months" means the number of days the employee would normally work within four (4) months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $^{1}/3$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $^{1}/3$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $^{1}/3$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

ECRCHS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. ECRCHS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:

   - The employee is taking leave under the California Family Rights Act.
   - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
   - There is a non-pregnancy related medical condition requiring further leave.
   - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's

Powered by BoardOnTrack

pregnancy disability leave policy.

2. An employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

   a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

   b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when

comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with ECRCHS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

6.10 Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

6.11 Military and Military Spousal Leave of Absence

ECRCHS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the

employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, ECRCHS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if the employee left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if the employee left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon the return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

ECRCHS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

6.12 Bereavement Leave

Eligible employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave, including up to three (3) days of paid leave, due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). In addition, if travel of more than 200 miles one way is required to attend the funeral or otherwise deal with the death of an immediate family member, an additional two (2) days' paid leave shall be granted. Bereavement leave will be paid at an employee's base pay rate multiplied by the number of hours that the employee would have worked if not absent. Employees should notify their supervisor immediately if they wish to take bereavement leave. An employee may, with the supervisor's approval, use any available vacation for additional time off as necessary. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

.

6.13 Jury Duty

Employees are obligated to perform jury service at the request of local courts. Employees must present the questionnaire or summons notice as soon as possible to their supervisor to determine what arrangements can be made to avoid excessive work disruptions. Full pay for up to twenty (20) days is allowed while on jury service if the employee is a regular employee. As a condition for paid absence, employees must seek postponement of the jury service so that it can be performed during the employee's recess or at other times convenient for the School. Based on individual circumstances, the Executive Director may waive the twenty (20) day limit. Employees must repay ECRCHS an amount equal to the compensation they received as a juror, exclusive of mileage, for any dates that they received pay as an employee. Jury duty time off will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. If an employee receives health insurance benefits, such benefit will normally be maintained during jury duty.

Employees must promptly report to work whenever their jury duty schedule does not conflict with their work schedule. Time off for jury duty should be reported and appropriately logged in each employee's time records. Employees should notify their supervisor that they have been selected for jury duty as soon as possible.

6.14 Voting Leave

ECRCHS encourages employees to fulfill their civic duty to vote in elections. If possible, employees must vote outside of work hours either before or after their scheduled shifts. When this is not possible due to scheduling conflicts, employees will receive up to two (2) hours of paid leave to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Voting leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent, up to the two (2) hour maximum. Time off to vote should be reported and appropriately logged in each employee's time records. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

6.15 School Appearance and Activities Leave

As required by law, ECRCHS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of School children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per School year (up to eight (8) hours in any calendar month of the School year) to participate in activities of a child's School or child care. If more than one (1) parent or guardian is an employee of ECRCHS, the employee who first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the School requires the employee(s) appearance.

The employee requesting School leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for School activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's School requesting the presence of the employee.

6.16 Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that the employee is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation and up to thirty (30) days of leave for organ donation maybe paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

6.17 Victims of Abuse Leave

ECRCHS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety, or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide ECRCHS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide ECRCHS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.

2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.

3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, ECRCHS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

SECTION VII – Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce the complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file the complaint in a signed writing to the Chair of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board Chair or investigator will report the findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual

basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board Chair.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

ECRCHS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date:

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

APPENDIX C

EL CAMINO REAL CHARTER HIGH SCHOOL
WORKPLACE VIOLENCE REPORTING FORM

This form should be used to report any incidence of workplace violence that any employee of ECRCHS witnesses at the workplace or any work-related event. Employees are required to report any workplace violence they witness and will not be subject to any retaliation for reporting workplace violence.

"Workplace Violence" includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- ***Type 1****: violence committed by a person with no legitimate business at the worksite;*
- ***Type 2****: violence directed at employees by students, parents, contractors, volunteers, or visitors;*
- ***Type 3****: violence against an employee by a present or former employee, supervisor, or manager;*
- ***Type 4****: violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee.*

"Workplace Violence" does not include lawful acts of self-defense or defense of others.

If you have witnessed a workplace violence incident, please enter as much of the following information as you can:

Date of Report: _____ **Date(s) of Incident:** _____
Reporter's Name: _____
Reporter's Job Title: _____
Reporter's email address or telephone number: _____
Victim Name(s) (if other than Reporter): _____
Victim's Job Title (If other than Reporter): _____
Victim's email address or telephone number: _____
Approximate Place of Incident: _____
Approximate Time of Incident: _____
Narrative Description of Workplace Violence Incident: _____
_____
_____
_____
_____
Type of Workplace Violence (see definitions above): _____
Name, Description, or other information about Perpetrator(s): _____
_____
_____

Thank you for submitting this information. You may be contacted by administration to provide further information. Please sign below to verify the accuracy of the information provided on this form.

_____
Reporter's Signature

4885-8565-3181, v. 1

EMPLOYEE ACKNOWLEDGMENT

I, the undersigned employee, understand and acknowledge the following:

That I have received a copy of this Employee Handbook identified with a revised date of August 20, 2024, and that it is my responsibility to read and be aware of, and comply with, ALL policies contained in it and any official notices that supersede it, including, but not limited to, policies on Child Abuse and Neglect Reporting, confidentiality, health, safety, anti-harassment, discrimination, and drugs and alcohol.

- That this Employee Handbook contains important ECRCHS policies that directly affect many aspects of my employment. It is essential that I have a full understanding of these policies, and I will consult the Human Resources Department if I do not have a full understanding of any policy herein or if I have any questions or concerns related to these policies.
- That, unless expressly stated to the contrary in a written employment agreement between myself and ECRCHS or unless I am part of a labor union that is subject to a collective bargaining agreement, **this is an at-will employment relationship, and as such, either ECRCHS or I may terminate this agreement at any time, with or without cause or notice, as permitted by law.** Nothing in this Employee Handbook is intended to modify my at-will employment relationship with ECRCHS.
- That this is not a contract of employment or a guarantee of a continued employment relationship for any period of time.
- That this Employee Handbook and the policies contained herein modifies, supersedes, and revokes any and all prior policies, procedures, practices, and oral or written representations to the contrary or that are otherwise inconsistent with its terms.
- That ECRCHS reserves the right to change, remove, or add to the policies herein at any time by providing official notices to me or posted in a conspicuous place in my work setting designated for such purposes. Any such official notices will modify, supersede, and revoke any existing notices that are inconsistent with them. Furthermore, ECRCHS reserves the right to change its implementation, interpretation, or application of the policies and procedures herein at any time. Any such changes shall be consistent with any applicable collective bargaining agreement provisions and other legal requirements.
- That in the event that any of the terms or provisions of this Employee Handbook, including this Employee Acknowledgment, are declared invalid or unenforceable by any court of competent jurisdiction or any federal or state entity having proper jurisdiction over the subject matter herein, the remaining terms and provisions that are not affected thereby shall remain in full force and effect and employees will be afforded all rights required by law. Furthermore, in such event, ECRCHS will provide employees with substitute terms and provisions for those declared invalid once it becomes aware of their invalidity.

Employee Signature:_____Date: _____

Printed Name: _____

Coversheet

Discussion and Vote on Revisions to ECRCHS Parent and Student Employee Handbook 2025-2026

Section: VI. School Business
Item: B. Discussion and Vote on Revisions to ECRCHS Parent and Student Employee Handbook 2025-2026
Purpose: Vote
Submitted by:
Related Material: 2025-2026-Parent-Student-Handbook (YMC edits v1) .pdf

PARENT-STUDENT

HANDBOOK

2025-2026

El Camino Real Charter High School

Home of Academic, Artistic, and Athletic Excellence

5440 Valley Circle Blvd. Woodland Hills, CA 91367

Tel.818.595.7500 Fax 818.595.7501

www.ecrchs.net

Final Revisions: ~~September 16, 2024~~

Board Approved: ~~September 26, 2024~~

Effective Date: ~~September 26, 2024~~

Table of Contents

..... 1
Executive Director's 6
Welcome Message 6
Mission / Vision / SLO's 9
- Mission Statement 9
- Vision Statement 9
- Student Learning Outcomes ("SLOs") 9

Communications 11
- General Information 11
- Bell Schedules 13
- Board Members 15

Academics 17
- Attendance and Truancy Policy 17
- Tardies and Consequences 19
- Graduation Requirements 23
- School Accountability Report Card 26
- Flex Program and Independent Studies 28
- Student Support Services 29
- Teacher Qualification Information 34
- Testing 35
- Alternatives to Using Preserved and Live Organisms in Science Classes 36
- International Student Admissions 37

Athletics 38
Campus Life 46
Student Conduct 53
- Bullying 53
- Suspension and Expulsion 53
- Cell Phones 53
- Cheating / Plagiarism 54
- Dress Code 55
- Student Search and Seizures Policy 57
- Student's Personal Property 58
- Prom Attendance Policy 58
- Alcohol, Tabacco, & Drugs 58

Health 59
- Health Information 59
- Communicable Disease Prevention 59
- Immunizations 60
- Physical Examinations and Right to Refuse 60
- Medication Administration/Assistance 60
- Sex Education Courses 60

Human Trafficking Prevention 62
Safety 63
- Emergency Procedures 63
- Gun Free & Weapons Free School 64
- Comprehensive School Safety Plan 64
- Service Animals 64
- Integrated Pest Management 64
- Asbestos Management Plan 66
- Safe Storage of Firearms 66
- Dangers of Synthetic Drugs 67

Parents 68
- Parental Rights 68
- Parents' Right to Know 68
- Parental Involvement 68

Student Interviews and Investigations 69
Nondiscrimination Statement 69
Sexual Harassment and Sex-Based Discrimination 71
Child Abuse 72
Uniform Compliant Policy and Procedures 73
Educational Rights and Privacy 73
Use of Student Information Learned from Social Media 73
School Climate Bill of Rights 73
Location of Pupil Records 76
Pupil Record Inspection 76
Emergency Information 76
Change in Ethnicity / Race Identification of Students 77
Change of Residence 77
Restitution / Parent Liability 77
Campus Visitors 79
Immigration and Citizenships Status Policy 79
Student Freedom of Speech and Expression 79
Appendix A 81
Computer Usage Policy and Acceptable Use Policy 81
Link to a sample student AUP signed doc. 81
Computer Usage Policy and Acceptable Use Agreement 82
Appendix B 93
Mathematics Placement Policy 93
Mathematics Placement Policy 94
Appendix C 96
Independent Study Policy 96
Appendix D 105
Special Education Policy 105
Special Education Policy 106
Appendix E 110
Section 504 Policy, Procedures, and Parent Rights 110
Policy, Procedures, And Parent Rights Regarding Identification, Evaluation And Education Under Section 504 111
Parent/Student Rights in Identification, Evaluation, Accommodation And Placement 120
Appendix F 122
Suicide Prevention Policy 122
Suicide Prevention Policy 123
Appendix G 133
Education for Homeless Children and Youth Policy 133
Education for Homeless Children and Youth Policy 134
Appendix H 143
Education for Foster and Mobile Youth Policy 143
Education For Foster and Mobile Youth Policy 144
Appendix I 154
Student Search and Seizure Policy 154
Student Search and Seizure Policy 155
Appendix J 160
Universal Free Meals Policy 160
Free And Reduced-Price Meals Policy 161
Appendix K 170
Transportation Safety Plan 170
Transportation Safety Plan 171
Appendix L 175
Title IX Policy Prohibiting Harassment on the Basis of Sex 175
TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM 196
Appendix M 198

Grounds for In-School Suspension, Out-of-School Suspension and Expulsion 198
Appendix N 217
Senior Prom Attendance Policy 217
Appendix O 220
Immunization Policy 220
Immunization Policy 221
Appendix P 224
Administration of Medication Policy 224
Administration of Medication Policy 225
Appendix Q 233
Comprehensive Sexual Health Education Policy 233
COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY 234
Appendix R 239
Approved Pesticide Product List 239
Appendix S 221
Parental Involvement Policy 221
School Parental Involvement Policy 222
Appendix T 227
Uniform Complaint Policy and Procedures 227
UNIFORM COMPLAINT POLICY AND PROCEDURES 228
Appendix U 245
Educational Records and Student Information Policy 245
EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY 246
Appendix V 257
Lost or Damaged Textbook Policy 257
Lost Or Damaged Textbook Policy 258
Appendix W 259
Immigration and Citizenship Status Policy 259
Immigration and Citizenship Status Policy 260
Appendix X 266
Student Freedom of Speech and Expression Policy 266
STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY 267
Appendix Y 272
Staff/Student Interaction Policy 272
STAFF/STUDENT INTERACTION POLICY 273
Appendix Z 276
Harassment, Discrimination, Intimidation, & Bullying Policy 276
HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY 277

Executive Director's Welcome Message

Welcome Back to an Incredible New School Year!

Dear Students, Staff, and Families,

Welcome back, Royals! I hope your summer was restful and inspiring, and that you are ready to begin another remarkable year at El Camino Real Charter High School. Each year brings with it the excitement of fresh opportunities, new challenges, and the chance to build on our proud tradition of excellence.

At ECRCHS, we believe high school is more than academic. it is a time to discover passions, build character, and form connections that last a lifetime. Whether you are stepping onto campus for the first time as a 9th grader or preparing for your senior year, this is your time to grow, lead, and shine.

Our Focus for the Year

- **Academic Growth:** We are committed to providing rigorous instruction, meaningful support, and multiple pathways for success so every student can reach their fullest potential.
- **Belonging and Inclusion**: ECR is a diverse and vibrant community. We will continue to foster a school culture where every student feels seen, valued, and supported.
- **Student Engagement:** From athletics and performing arts to clubs and service opportunities, we encourage students to get involved and make their Royal experience unforgettable.
- **College and Career Readiness:** Our goal is that every graduate leaves ECR prepared for their next step—whether that be college, career, or other post-secondary opportunities.

A Call to Students and Families

Students, remember that every day matters. Show up ready to learn, take risks, and challenge yourself—you are capable of extraordinary things. Families, we ask you to stay engaged and connected. Your partnership makes a profound difference in the lives of our students, and together we can ensure that all Royals thrive.

Looking Ahead

This year let's focus on building a community defined by kindness, respect, and perseverance. I encourage you to support one another, celebrate successes both big and small, and embrace the challenges that push us to grow.

We are Royals—**E**ngaged, **C**onsiderate, and **R**esponsible. Let's make this year unforgettable.

With excitement and gratitude,

David Hussey

Executive Director / Principal

El Camino Real Charter High School

Welcome Back to an Exciting Year!

Dear Students, Staff, and Parents,

Welcome back to another exciting school year! We hope you had a restful and enjoyable summer, and we are thrilled to embark on this new journey with you. This year promises to be filled with incredible opportunities, new experiences, and fantastic upgrades that will enhance our learning environment and overall school experience.

Modernization and Facilities Upgrades

We are excited to share that our district has undergone significant modernization over the summer. Here are some of the amazing improvements:

- **New Stadium**: Our stadium will boast a state-of-the-art lighting system (coming Fall 2024), a powerful sound system, and a brand-new turf. Get ready for an electrifying sports season!
- **Main Gym:** The newly added sound system enhances the experience for events and games, and in Spring 2025, we will be installing new electric bleachers to better host our school events.
- **Tennis Courts**: Enjoy playing on resurfaced courts with new nets and windscreens.
- **Safety Enhancements**: We have installed a new PA system, updated clocks, and new bells to ensure a safe and well-coordinated school environment.
- **Network Upgrade**: With new access points across the school, our network is faster and more reliable than ever.
- **Media Center**: Equipped with a new sound system and a stunning video wall (coming August 2024), our media center is now a hub for creativity and collaboration.
- **Student Store**: The upgraded space now features a new point of sale and e-commerce capabilities, making it easier than ever to support our school.
- **Classroom Upgrades**: Our woodshop has been refreshed with new paint and advanced machines, including a CNC machine. The music studio now has new computers, furniture, and cutting-edge studio equipment.

Focus Areas for the Upcoming School Year

- **Attendance**: We aim to increase student attendance, decrease absences, truancies, and tardies. Let's make every day count!

- **Targeted Student Support Services**: Our new tutoring program offers 24-hour tutor availability. With early interventions and PBIS (Positive Behavioral Interventions and Supports), we're here to support every student's success.

- **Increased Parent Involvement**: We value your partnership and encourage active participation in your child's education. Together, we can achieve great things!

- **College and Career Readiness**: Our goal is for all students to graduate college and career ready. We are committed to increasing the graduation rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Unhoused Youth by creating additional CTE (Career and Technical Education) pathways.

Let's make this school year unforgettable! Together, we will achieve greatness, support each other, and create memories that will last a lifetime. Here's to a fantastic year ahead!

Warm regards,

David Hussey
Executive Director
El Camino Real Charter High School

Mission / Vision / SLO's

Mission Statement

The mission of El Camino Real Charter High School ("ECRCHS," the Charter School," or the "School") 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.

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.

Student Learning Outcomes ("SLOs")

To succeed in a changing global community, all ECRCHS 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 sustainably
- Engage in the civic process
- Work towards a just society
- Connect local issues to global systems to create positive change

Communications

General Information

The Main Campus of ECRCHS is located at 5440 Valley Circle Boulevard, Woodland Hills, CA 91367. Our phone number is (818) 595-7500 and our website address is www.ecrchs.net. The school opened in February of 1969 as El Camino Real High School and became a charter school in 2011.

ECRCHS opened the North Campus College and Career Independent Study Program, located at 7401 Shoup Avenue, West Hills, CA 91307, in the Fall of 2019.

Office hours for both campuses are from 7:00 a.m. to 4:00 p.m. Monday through Friday. Visitors to each campus must have permission and a pass to be on school grounds.
Students may not leave the school grounds without permission during school time.

Our school colors are dark blue, light blue, and camel. The school newspaper is “The King’s Courier” and the yearbook is “El Corazon.” Our school mascot: “Royals.”

Contacting A Teacher

All members of the El Camino Real Charter High School Faculty and Staff may be reached via e-mail. Emails are formatted as [first initial].[last name]@ecrchs.net For example, to contact teacher John Doe, you may email j.doe@ecrchs.net. Look under the “Contact Us” tab on the home page of the website for a list of staff members. Staff members are listed alphabetically and by department.

~~**Teacher Websites**~~

~~Some teachers have created Web pages as resources for their students. These pages may be accessed through the “Students” tab on the home page of the school website.~~

LIST OF IMPORTANT DATES

August ~~2024~~2025

~~08/07-08/09~~08/06-08/08: Pupil Free Professional Development Days

~~08/12~~08/11: First Day of Instruction

~~08/23~~08/22: Shortened Day (2:40 dismissal)

08/29~~08/30~~: No School - Admissions Day

September

~~09/02~~09/01: No School - Labor Day

09/23: No School – Floating Holiday

October

~~10/03~~10/02: No School – Floating Holiday

November

11/11: No School – Veterans Day

~~11/25-11/29~~ 11/24-11/28: No School – Thanksgiving Holiday

December

12/~~18~~17: Final Exams, Dismissal @ 1 p.m.

12/~~19~~18: Final Exams, Dismissal @ 1 p.m.

12/~~20~~19: Final Exams, Dismissal @ 1 p.m.

12/~~23~~22-12/31 – No School – Winter Break

Note: Common Planning Day takes place each Wednesday, please see Bell Schedule below. For more information, please go to the school website.

January 2025

01/01-01/~~10~~ 09 – No School - Winter Break

01/09~~13~~ – Pupil Free Professional Development Day

01/~~14~~12 - Second Semester Starts

01/~~20~~19 – No School – Martin Luther King Day

February

02/~~17~~16: No School – Presidents Day

March

~~03/31: No School - Cesar Chavez Day~~

~~04/14-04/18~~03/30-03/31 – No School - Spring Break

April

04/01-04/03 – No School – Spring Break

04/06 – No School - Cesar Chavez Birthday

04/24 – No School – Genocide Awareness Day

May

05/~~26~~ 25 – No School – Memorial Day

June

06/~~02~~01: Final Exams, Dismissal @ 1 p.m.

06/~~03~~02: Final Exams, Dismissal @ 1 p.m.

06/~~04~~03: Final Exams, Dismissal @ 1 p.m.

06/~~05~~04: Minimum Day, Dismissal @ 1 p.m.

06/~~06~~ 05 – Last Day of Instruction/Graduation

Bell Schedules

Listed below are some of the commonly used school bell schedules. The bell schedule for the day can be found on the home page of the school's website.

Regular Schedule (M-T, Th-F)

Period	From	To	Minutes
0	7:27	8:23	56
1	8:30	9:35	65
2	9:42	10:38	56
Nutrition	10:38	10:54	16
3	11:01	11:57	56
4	12:04	1:00	56
Lunch	1:00	1:39	39
5	1:46	2:42	56
6	2:49	3:45	56

Common Planning Day Schedule (Wednesdays only)

Period	From	To	Minutes
0	7:38	8:23	45
Common Planning Time	8:30	9:30	60
1	9:37	10:30	53
2	10:37	11:22	45
Nutrition	11:22	11:38	16
3	11:45	12:30	45
4	12:37	1:22	45
Lunch	1:22	2:01	39
5	2:08	2:53	45
6	3:00	3:45	45

Final Exam Schedule

Period	From	To	Minutes
Exam 1	8:30	10:30	120
Nutrition	10:30	10:53	22
Exam 2	11:00	1:00	120

Day 1	Periods 3 & 4
Day 2	Periods 2 & 5
Day 3	Periods 1 & 6

Board Members

Member	E-Mail
~~Danielle Centmen~~	~~d.centman@ecrchs.net~~
Linda Ibach	l.ibach@ecrchs.net
Ronald Laws	r.laws@ecrchs.net
Steve Kofahl	s.kofahl@ecrchs.net
Joe Kolkowitz	j.kolkowitz@ecrchs.net
Alexandra Ramirez	a.ramirez@ecrchs.net
Gregg Solkovits	g.solkovits@ecrchs.net
~~Sebastian Winters.winter@ecrchs.net~~	
Brad Wright	b.wright@ecrchs.net

The Board meets once per month. Meeting dates, times, agendas, and minutes are posted on the school website under ECR Board.

Emergency Telephone System

Our mass call telephone system is used periodically to notify families of upcoming events and student absences. It is important that the school has a current active working telephone number for each family. Therefore, we encourage families to always keep the school informed of any changes to their personal information. Changes can be made at the Admissions Office by filling out the appropriate form.

News Media Release

Occasionally, members of the news media may visit the school to cover activities such as sports competitions, school assemblies, special programs, and general newsworthy events. The law provides that when members of the news media are lawfully on campus, they may interview, photograph, and/or film students. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed, or photographed. Additionally, a student may decline to speak to the media and may refuse to be interviewed, filmed, or photographed by the media.

In addition, various campus organizations (e.g. newspaper, broadcast journalism, student council) may take pictures and videos during the year that are posted to the school and/or organization website and/or social media sites.

Student Issued Laptops

ECRCHS' 21st-century classroom initiative leverages technology to support our vision of empowering students to be independent, think critically, collaborate confidently and work passionately. Assigning each student their own laptop device to use in the classroom and also take home allows ECRCHS to educate our students innovatively by being able to do more individualized learning, providing the applications that help

develop their creative thinking and problem solving and making information more accessible at their fingertips. ECRCHS uses Microsoft Office365, Google Suite, Adobe Creative Cloud, and many more applications to ensure that our students are college and career ready.

Internet Access / Acceptable Use Policy

ECRCHS classrooms have Internet access for students to use for class projects and research. ECRCHS is compliant with the Federal Children's Internet Protection Act ("CIPA"). Specifically, CIPA requires schools to use technology to block access to Internet sites that: (A) are obscene; (B) contain child pornography; or (C) are harmful to minors.

Please read and review with your son/daughter the Acceptable Use Policy ("AUP") found in Appendix A for students using the Internet at ECRCHS; Appendix A also includes information regarding the Optional Laptop Protection Plan. Both student and parent/guardian must indicate that they understand and agree to the Acceptable Use Policy. Without this acknowledgement, your child will not be allowed to use school computers with Internet accessibility.

Social Media Postings

Students should understand that they are responsible for anything they display or post on the Internet through social networking sites such as Snapchat, Instagram, Twitter, Facebook, LinkedIn, YouTube, etc., and that their online actions can have serious real-life repercussions. As such, students should use good judgment and common sense in all their online activities. The following guidelines are intended to ensure that students know how to behave properly online.

- Students are responsible and may be held accountable for negative or hostile comments, insults, and/or harassment on social networking sites or through other electronic acts. If a student or employee is harassed online, causing the student or employee to feel uncomfortable at school, ECRCHS has the right to take disciplinary action to safeguard the well-being of its students and employees. If a threat is made against an ECRCHS student or employee, against school facilities, or generally in relation to the school, ECRCHS has the right to become involved. A threat is a threat regardless of the medium in which it is made.

- ECRCHS will always err on the side of safety. If there is a perceived safety threat, the school will investigate.

Academics

Attendance and Truancy Policy

California Education Code Section 48200 requires all children and youth between the ages of 6 and 18 years to participate in full-time education, unless exempted. All students are expected to attend school for the full length of each school day.

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation within five (5) school days after the student returns to school to prevent absences from being converted to truancies.

Definitions

- "*Tardy*": ECRCHS starts at 8:30am. Students shall be classified as tardy if the student arrives after that time.

- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.

- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- *"School Attendance Review Team ("SART"):* The SART panel will be composed of [Administrative Directors, Certificated and Classified Staff. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

    a. Parent/guardian to attend school with the child for one day
    b. Student retention
    c. After school detention program
    d. Required school counseling
    e. Loss of field trip privileges
    f. Loss of school store privileges
    g. Loss of school event privileges
    h. Mandatory Saturday school
    i. Required remediation plan as set by the SART
    j. Notification to the County District Attorney

3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences and Attendance Clearance

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence. Any absence for reasons other than those listed below as excused absences are unexcused absences and students do not have to be given the opportunity to make up missing assignments.

A student shall be able to clear an "A" (Unverified Absence) when an absence is recorded within 5 school days before the unverified absence is converted into a Truancy. Parents can clear these absences using the following acceptable attendance codes (on the following page):

Code	Description
I	Personal illness: • Including an absence for the benefit of the student's mental or behavioral health • Illness or medical appointment of a child for whom the student is the custodial parent, including absences to care for a sick child;
Q	Quarantine under the direction of a county or city health officer
M	Medical, dental, optometric or chiropractic appointments. Note: students may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian
F	Attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
	For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died: a. To access services from a victim services organization or agency. b. To access grief support services. c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
B	Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
N	To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment ~~to a combat zone or combat support position~~. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of ECRCHS.

	Attendance at a funeral service for someone other than immediate family “Take Our Daughters and Sons to Work Day®” Attendance at an employment conference Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization Attendance at the student’s naturalization ceremony to become a United States citizen. For the purpose of participating in a cultural ceremony or event. “Cultural” means relating to the habits, practices, beliefs, and traditions of a certain group of people. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5. •
R	• Attendance at a religious retreat (shall not exceed one school day per semester) • Observance of religious holiday or ceremony of the student’s religion • Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than four (4) school days per month For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people
C	• Jury Duty or Court Appointments; must provide court summons
	• For the purpose of engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls. A pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year. A pupil who is absent pursuant to this provision may be permitted additional excused absences at the discretion of a school administrator.
	• In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student’s parent or guardian provides a written note to the school authorities explaining the reason for the student’s absence.

	• Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician

Clearing Absences Protocols:

- Please clear an absence on the Attendance Portal. Only Parents/Guardians listed as contacts on Aeries may clear absences. ECRCHS does not accept phone calls or written notes to excuse an absence.
- You only have 5 school days to clear an absence. After that, uncleared absences will convert into unexcused absences and we will not be able to clear them. Accumulated unexcused absences will affect the student's ability to participate in school activities.
- Teachers may withhold credit for assignments and/or may not allow make-up assessments until all absences are cleared.
- Please log in to Aeries daily to monitor your child's attendance. It is the parent/guardian's responsibility to clear any absences, including clearing up attendance marks that may have been made in error.
- If you believe an attendance mark was made in error, please contact the teacher directly. The teacher will need to contact the Attendance Office to have it resolved.

Early Leave Protocols:

- Only Parents/Guardians listed as contacts on Aeries may request an Early Leave for their student
- Paper or email notes will no longer be accepted. Please create an early leave request on the Attendance Portal
- Students will only be released to a contact who is listed on their emergency form or in the computer. No exceptions! You may not email the attendance office giving someone else permission to pick a child

Regular Early Leave Procedure:

1. Early Leaves requests must be submitted electronically via the Attendance Portal (https://attendance.schoolriver.com/) before 8:30 am in order for the attendance office to verify the request.
2. The Attendance Office will call the parent/guardian to verify the early leave request. Once verified, an early release pass will be created.
3. Students must pick up their early leave pass before they attend the class they will be leaving early. Students may pick this pass up from the Attendance Office during passing periods, nutrition, or lunch.
4. At the time specified on the pass, students must present their early leave pass to their teacher and get their pass stamped in the Attendance Office before leaving campus.

Special Circumstances Early Leave Procedure*:

1. If we do not receive an early release slip before 8:30 a.m. or a student needs to be picked up unexpectedly, this procedure will be followed.
2. A Parent/Guardian or verified emergency contact must physically come in the Attendance Office to sign the student out of school.
3. Please be prepared to wait for your student. Depending on the time of day and specific class, it is not always possible to get a student right away.

*If your child calls/texts you that he/she is sick or not feeling well, please direct them to the Health

Office. If they need to go home, you will need to pick them up from there. If the student has an appointment or another reason for leaving and did NOT bring a note in the morning, you will need to follow the Special Circumstances procedure.

Tardies and Consequences

A tardy student is defined as a student who arrives into the classroom after the instructional period bell has rung and who does not have a pass.

Consequences for tardies include the following:

- 5 tardies = 1 school detention
- Lunch detention will be held during the week during specified days. Doors close 5 minutes after the lunch bell. Students arriving after that time will not be admitted.
- Students will scan in/out for credit for detention. Lunch will be allowed and/or provided.
- A student may attend after-school tutoring and get “credit” for one hour of “detention.” Additionally, for a student to receive credit for the hour of tutoring, he/she/they must attend tutoring within 5 school days of the detention being assigned.
- Saturday detention will be held on the **second and last** Saturday of every month from 8:00 a.m. - 11:00 a.m**. (subject to change).** You MUST arrive by 8 am regardless of how many detentions you are serving.
  - Doors will close at 8:10 AM. Students arriving after that time will not be admitted.
  - Students will scan in/out for credit for detention. **School work should be done during detention.**
- Detentions are cumulative.
- All detentions accumulated MUST be served before Senior Activities are granted.

Exceptions:

- ALL medical/legal-related tardies require an official note in order to be excused (not a note from parent/guardian)
- This applies to doctors, dentists, psychologists, court dates, etc.
- Bus being late
- Non-medical/legal-related tardies cleared by a parent/guardian (only 2 per semester)

For a tardy to not adversely affect a student’s attendance, the student must present to the proper school authority a pass from an ECR staff member.

Students who arrive to school late based on the exemptions listed above will need to go to the attendance office to obtain a pass prior to heading to class.

Process for Addressing Truancy

The Executive Director, or designee, shall implement positive steps to reduce truancy, including working with the family to resolve the attendance problem. A student’s progress and learning may be affected by excessive unexcused absences. In addition, ECRCHS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student’s attendance problem are unsuccessful, ECRCHS will implement the processes described below.

a. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.

b. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4^{th}) unexcused absence.

c. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request**," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation..

d. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting"** and the student will be referred to a Student Success Team (SST) and the SART.

e. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.

f. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

g. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

h. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by ECRCHS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action.

The hearing shall be consistent with ECRCHS's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to ECRCHS's suspension and expulsion policy.

Upon parent/guardian request for a hearing, ECRCHS will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross- examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of ECRCHS's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent ECRCHS from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall gather and report annually to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Graduation Requirements

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

Required Courses (Grades 9-12)

English (40 credits)

9th grade:	English 9AB
10th grade:	English 10AB
11th grade:	1 year of American Literature/Contemporary Composition or 1 year of A.P. English Language AB
12th grade:	1 year of A.P. English Literature AB or 1 semester of Expository Composition or Advanced Composition and 1 semester of an English elective

Social Studies (30 credits)

10th grade:	World History AB
11th grade:	U.S. History AB
12th grade:	1 semester of Government and 1 semester of Economics

Mathematics (20 credits)
At minimum, students need to take Algebra 1AB and Geometry AB

Laboratory Science (20 credits)
10 credits of Biological Science 10 credits of Physical Science

Physical Education (20 credits)
Students are required to take PE in 9th grade and must pass 4 semesters of PE in total.

Students must pass the State Fitness Exam or they will continue to be enrolled in PE until the exam is passed (note that passing the State Fitness Exam is not a requirement to graduate)

Visual and Performing Arts (10 credits)
Students must take a one year course in the visual or performing arts

Applied Technology (10 credits)
1 semester of computers 1 semester of another applied technology course

Health (5 credits)
1 semester of Health

Electives (75 credits)

A-G Requirements

“A-G” requirements are a sequence of high school courses that students must complete (with a grade

of “C” or better) to be minimally eligible for admission to the University of California (“UC”) and California State University (“CSU”). They represent the basic level of academic preparation that a high school student should achieve to undertake university work. All ECRCHS students will be automatically placed on the A-G path; ECRCHS encourages all students to remain on this path. However, if a parent/guardian elects to remove the student from the A-G path, the parent/guardian must come to the School, meet with a counselor, and affirm the election to remove the student from this path.

For the A-G path, please note the following:

- Minimum requirements needed to apply directly to a 4-year college after graduation.
- Completing requirements does NOT guarantee entrance to any college.
- Courses used to satisfy the “A-G” requirements in which the student earns “D” or “F” grades MUST be repeated with grades of “C” or better. In these cases, the second set of grades are used in calculating the grade point average for college admission (for ECRCHS grade point average, all grades are averaged including repeats). Each course in which a grade of “D” or “F” has been received may be repeated only once.
- If a student repeats a course used to satisfy the “A-G” requirements in which he or she originally earned a grade of “C” or higher, the repeated grade will not be used in calculating the grade point average.
- A student must complete eleven of the fifteen A-G requirements by the end of their junior year in order to be UC-eligible.
- For A-G Course Lists (search by high school), go to http://www.ucop.edu/agguide/; then click on the “A-G Course List” tab on the right side of the screen to search for classes.

A-G Category	Subject	Required Years
A	History/Social Science	2
B	English	4
C	Mathematics	3*
D	Laboratory Science	2*
E	Foreign Language	2*
F	Visual Performing Arts	1
G	College Preparatory Elective	1

Note: * indicates additional years are recommended

For a complete list of UC/CSU courses, go to: https://hs-articulation.ucop.edu/agcourselist

College Preparatory Course Offerings

Student enrolled in grades [9--12] also have the option of dually enrolling in the following courses at Los Angeles Pierce Community College:

Courses vary depending on semester

Procedures For Class Programming

Students meet with their counselor at least twice per year to select courses and review their progress toward meeting graduation requirements.
In general, students are placed in their requested courses if space is available and academic prerequisites are met. Fall schedules become available during Welcome Week, which occurs approximately two weeks before the first day of school.
During Welcome Week, students may meet with their counselor to address issues such as:

- Incomplete schedules
- Incorrect course placements
- Repeated classes

Please note: Requests for specific teachers or class periods will not be honored. Any exceptions to this policy must be approved by an administrator. Before any administrative review, a parent/teacher conference must take place regarding the request.
After Welcome Week, students may request schedule changes at the beginning of each semester. Schedule changes are only considered during the designated schedule change period and must meet one or more of the following criteria:

- Academic need (e.g., level adjustments)
- Placement errors
- Graduation requirement fulfillment

The deadline for schedule changes is 15 school days after the start of the semester. After this deadline, all schedules are considered final. Any exceptions require administrative approval.
In accordance with the Mathematics Placement Act of 2015, ECRCHS has adopted a Mathematics Placement Policy, available as Appendix B.~~Students meet with their counselor twice each year to choose their courses and discuss their progress towards meeting graduation requirements. During Welcome Week, students will meet with their counselor to make program adjustments. During this time, students with an incomplete schedule, incorrect classes, and repeated classes may meet with the counselor to make changes.~~

~~Students may request changes at the start of each semester.~~

~~However, there are NO class or level changes following the 15th class day of each semester.~~

~~In accordance with the Mathematics Placement Act of 2015, ECRCHS has adopted a Mathematics Placement Policy, available as Appendix B.~~

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Programs

The School has several special programs. For more information on the special programs, please contact your child's counselor.

Careers in Entertainment Academy

Careers in Entertainment Academy ("CEA") is a four year, internationally recognized, academy in which students acquire the artistic and technical skills in all aspects of film and television production, in order to prepare them for a professional career in the entertainment industry. Filmmaking 1AB includes 1 semester of Film History and 1 semester of beginning Film Production, where students acquire the basic skills necessary to produce their own group narrative films. Sophomore year is

Broadcast, which emphasizes documentary filmmaking and produces ECREALITY, a bi-monthly news format web series. Junior and Senior years, students may choose to stay in Broadcasting, or they may move to Intermediate Filmmaking 2AB, for 11th grade, and Film Production (Advanced Film), for 12th grade. Both intermediate and advanced classes work in all film departments to produce 7-15 minute narrative films. Completed films are entered in prestigious national and international film festivals.

STEAM

Students participating in the STEAM Program will take four courses in one of three pathways. The pathways are Computer Science, Medical Science, and Engineering. In addition, students must participate in a STEAM-related extracurricular activity such as STEAM club or Robotics. Upon completion of these requirements, and successfully meeting the A-G requirements, students will earn a STEAM specialization certificate in addition to their diploma

VAPA

Our Visual and Performing Arts Academy (“VAPA”) serves students who would like to enhance their high school experience through the art disciplines. VAPA students are enrolled in at least one VAPA course each year. Through the support of their counselors and teachers, VAPA students will receive guidance in developing their artistic prowess and applying to arts-based college programs. All mediums (including drawing, painting, design, instrumental and vocal music, drama, and dance) provide opportunities for community connections and authentic learning experiences. The academy culminates each year with a showcase of all art disciplines, which highlights using art as a vehicle for social change.

School Accountability Report Card

ECRCHS will annually issue a School Accountability Report Card (“SARC”). The SARC is published by February 1 each school year. A copy is available upon request at the school site, and also on the school’s website (www.ecrchs.net, under About).

REPORT CARDS

Report cards are issued and mailed home at the 20-week period. Parents/guardians may view the interim progress report grades at the 5-week, 10-week, 15-week, and 20- week periods in AERIES.

GRADE CHANGE REQUEST PROCESS

When grades are earned for any course of instruction taught in the public schools, the grade earned by each student shall be the grade determined by the teacher of the course, and the grade shall be final.

Any request for a grade change shall comply with the procedures set forth in the Educational Records and Student Information Policy in Appendix U to request an amendment of educational records. The Charter School shall respond to the request as set forth in the Policy.

AWARDING CLASS CREDIT

Class credit is awarded for classes approved by the ECRCHS Governing Board. Earning five instructional credits normally requires five 40- to 60-minute periods of class time per week for one semester. Credits are based on the Carnegie Unit. One Carnegie Unit represents one full-year class and is equivalent to 10 semester credits. One-half Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester units. Credit is not awarded for classes in which a student earns a Fail, No Mark, or Incomplete.

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail, No Mark, or Incomplete. Partial credit is not granted for ECRCHS classes unless a student is eligible under Education Code Section 51225.2. Currently enrolled students who take classes at institutions other than ECRCHS must have approval from their counselor to earn high school credit. All courses posted to the transcript are final and cannot be removed from the transcript record.

All ECRCHS courses are accredited by the Western Association of School and Colleges ("WASC") and are transferable throughout the United States.

TRANSFER CREDITS

Subject marks and credits are accepted and recorded on the ECRCHS transcript from schools accredited by WASC or other regional accrediting association. Credit from non- accredited schools will be recorded with grades of pass or fail and a generic subject description. Credits for non-accredited school outside of the United States require certified translations. Evaluations of the transcript and the granting of credits is specific to each student. Students who have completed the equivalent of high school in their country may not enroll in ECRCHS, but may instead enroll in a post-secondary institution.

Regardless of the type of transfer, verification of the curriculum, course content, instructional hours and alignment with the California State Standards is required and must be approved by the Administrator before credit is awarded.

SUMMER SCHOOL

ECRCHS Summer School classes are available to students who are currently enrolled at ECRCHS and/or who are registered to enroll at ECRCHS in the Fall of each year.

Students who take summer school classes at other institutions are required to obtain prior approval from their counselor before taking the class if they wish to apply the credits earned towards high school graduation. Students without prior authorization from their current school counselor will not earn high school credit. For more information, see your counselor.

CAL GRANT PROGRAM NOTICE

ECRCHS is required by state law to submit the GPA of all high school seniors by October 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt out. Students currently in eleventh (11^{th}) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out on or before January 31.

INFORMATION REGARDING FINANCIAL AID

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at: https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at: https://www.csac.ca.gov/post/resources-california-dream-act-application

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Flex Program and Independent Studies

Flex Program

The Flex Program is generally designed for students who are 30 or more credits behind the four-year pacing plan. Students identified for this personalized intervention setting will be expected to master the skills and content necessary for success in colleges and careers. Courses offered are not set on a semester timeline. Each course is designed to allow students the flexibility to access the curriculum at their own pace. The instructional curriculum will have the flexibility to provide specific intervention, catering to the needs of each student, through each course's entirety. A self-paced format allows the teacher to adjust the curriculum at any time through the course to address learning needs. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes.

~~ECRCHS is pledged to provide an appropriate and challenging educational program accessible to all students, including students achieving at a level significantly below their peers, defined as those who are 30 credits or more behind the four-year pacing plan. These students will be given the opportunity to capture credits through the Flex~~Alternative Education Program. ~~This program provides additional strategies with a more personalized instructional setting specific to each student's academic needs. Students identified for the personalized intervention setting will be expected to master the skills and content necessary for success in colleges and careers. Students will demonstrate mastery of standards in four core academic subject areas: English Language Arts; history/social sciences; mathematics; and the natural sciences.~~

~~Courses offered are not set on a semester timeline. Each course is designed to allow students the flexibility to access the curriculum at their own pace. Personalized learning plans ("PLP") are developed for each student. The instructional curriculum will have the flexibility to provide specific intervention, catering to the needs of each student, throughout each course's entirety. A self-paced format allows the teacher to slow down the curriculum at any time throughout the course and address learning deficits.~~

~~Students are not required to move forward and keep up with the class but rather set their own pace based on their skills and ability to process the information necessary to be successful in each course. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes that meet A-G requirements. Due to the independent nature of the instructional program, plagiarism and/or sharing of work is taken very seriously and will lead to closing the course with no credit awarded.~~

Independent Study

ECR offers an Independent Studies Program (ISP) designed for students with individual needs that cannot be accommodated in a traditional school setting. ISP offers A-G approved College Prep and Honors courses through Accelerate Education, an online platform that requires in-person, proctored exams. ISP students meet with a Supervising Teacher weekly for academic guidance and with subject-specific teachers for tutoring which is offered daily. The rigor and expectations of the program are equivalent to those at ECR's main campus.

~~El Camino Real Charter High School may offer independent study to meet the educational needs of pupils enrolled in the charter. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum and meet the graduation requirements as defined in the school's charter. El Camino Real Charter shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.~~

ECRCHS's complete Independent Study Policy is available as Appendix C.

Online Instruction

ECRCHS currently contracts with Accelerate and Cyber High to offer our students online classes. ECRCHS covers the expenses of these online classes. Each class is five units and students may work on the classes from their home computers. However, to finish each unit, the student must take the unit exam at school using a school computer. Final exams must also be taken at school using a school computer. Due to the independent nature of the online program, plagiarism and/or sharing of work is taken very seriously and will lead to closing the course with no credit awarded.

Increasing Level of Support

Decreasing Number of Students

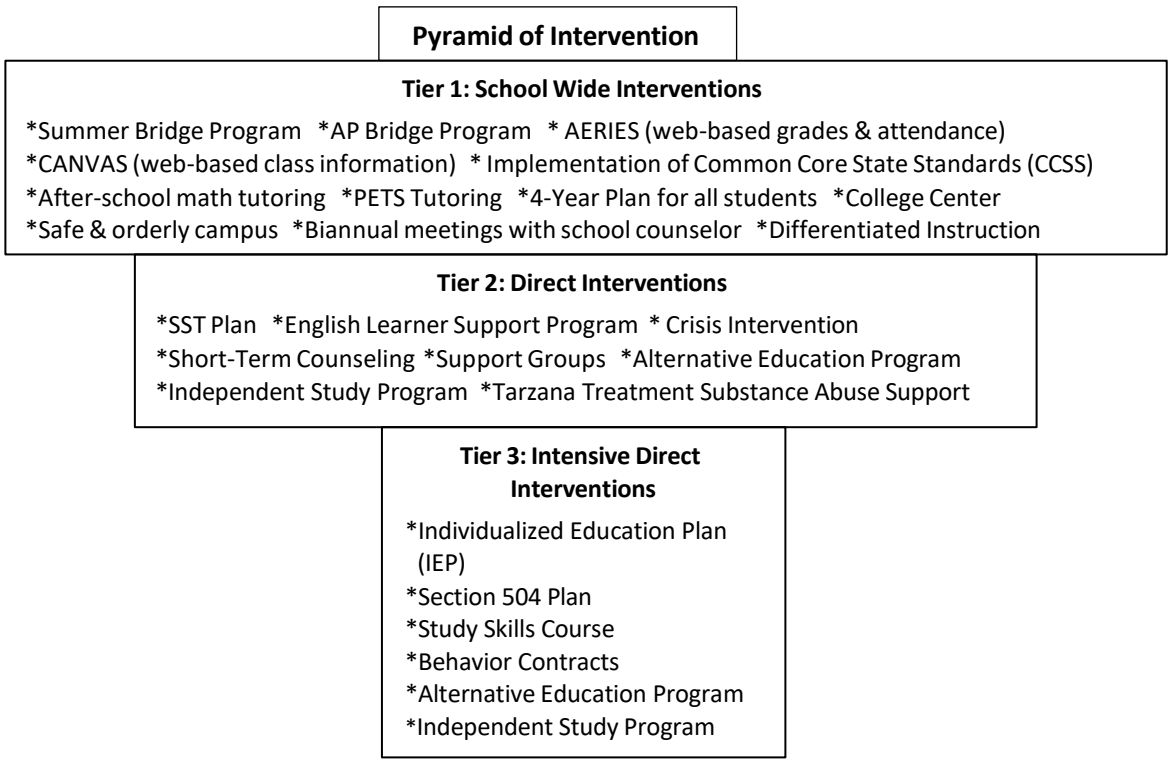
Student Support Services

ECRCHS is dedicated to providing a positive and supportive learning environment focused on student success in our academic programs. Student Support Services provides oversight and guidance for Special Education, Section 504 Plans, the Health Office, and Mental Health Services and assists students, teachers, and counselors in identifying resources to support student success.

Intervention

If your student is experiencing difficulty in a class, please contact the teacher as soon as you are aware of the concerns. All faculty / staff contact information can be found on the website. Ideally, through communication and collaboration between the student, parent, and teacher, your student will attain success. If, after conferencing with the teacher, your student is still struggling, please contact

their counselor for assistance.



Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides pecial education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Special Education

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability.

Students who are eligible to receive supports and services under the IDEA are provided with Individualized Education Plans (“IEPs”). ECRCHS provides a continuum of placement options for students with disabilities in accordance with federal and state law.

All special education students are assigned a case carrier (a credentialed special education teacher) who monitors and assists each student's progress toward meeting IEP goals. General education and special education teachers work collaboratively to meet student needs and to ensure that IEPs are implemented.

Resource Specialist Program (“RSP”): the Resource Specialist Program supports students who receive instruction primarily in general education classes utilizing an inclusion model.

Special Day Program (“SDP”): Special Day Classes provide instruction in core content areas by a credentialed special education teacher in a small class setting.

Students Receiving Instruction Through an Alternate Curriculum: students who are not on the diploma track and are working toward a Certificate of Completion (“COC”), as indicated on their IEP, receive instruction through an alternate curriculum and through modifications to the general education curriculum that are individualized based on their specific needs and their IEP goal areas.

Related services are provided as indicated on the IEP - including services for Speech and Language, Occupational Therapy, Physical Therapy, Counseling, itinerant teachers for vision and/or hearing impairments, etc. ECRCHS also employs a Transition Teacher to support post-high school success for special education students.

If you believe your child may be eligible for special education services, please contact Mrs. Emilie Larew, Administrative Director, Student Support Services, at e.larew@ecrchs.net or (818) 595-8003
A copy of ECRCHS’s special education policy is attached hereto as Appendix D.

Section 504 Plans

Section 504 of the Rehabilitation Act is a federal law that requires reasonable accommodations be provided to students with qualifying disabilities.

ECRCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of ECRCHS.

Any student who has an objectively identified disability which substantially limits one or more major life activities is eligible for accommodations under Section 504. A student may be considered to have a substantial limitation when unable to perform activities that a similar-age peer in the general population can perform. Major life activities include (but are not limited to): self-care, manual tasks, walking, hearing, seeing, speaking, breathing, and learning.

If you feel that your child may qualify for a Section 504 Plan, please contact their counselor or Mrs. Larew, Administrative Director, Student Support Services. A copy of the School's Section 504 Policies and Procedures is attached hereto as Appendix E.

Mental Health Services

ECRCHS recognizes that, when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem- solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Supports on Campus:

- **School-based counseling services** – ECRCHS has ~~seven~~ eight School Counselors, two School Psychologists, and a ~~Psychiatric Social Worker~~School Based Therapist ("~~PSW~~SBT") who provide mental health supports for students.

  Our School Counselors, School Psychologists, and ~~Psychiatric Social Worker~~School Based Therapist support students by providing individual sessions, group or parent consultations when a student is having a difficult time due to academic stress, transition due to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider listed below, are voluntary.

  Your child is encouraged to directly contact their school counselor by coming into the counseling office during school hours and making an appointment. The counseling office can also be reached at (818) 595-7514. The School Psychologists and ~~PSW~~ SBTcan be reached through the Student Support Services Office at (818) 595-8005.

- **Special Education services and Section 504 Plans** – if you believe your child may have a disability, you are encouraged to directly contact Ms. Larew, Administrative Director of Student Support Services, at (818) 595-8003 to request an evaluation.

- **Prescription medication while on campus** – if your child requires prescription medication during school, please contact the Health Office at (818) 595-7530 to arrange for the administration of the medication through the Health Office during school hours.

- **Other support services** – Students eligible for Medi-Cal may also apply to receive counseling support on campus provided through the Department of Mental Health. Referral information is available through your child's school counselor.

Outside Mental Health Resources:

- **Los Angeles County Department of Mental Health ("DMH")** – This organization provides countywide services for families including mental health referrals, linkage resources, and crisis intervention. Emergency & Non-Emergency Helpline is available 24 hours at 1-800-854-7771. Additional information is available on their website at http://dmh.lacounty.gov.

- **National Alliance on Mental Illness ("NAMI") –** This organization is the nation's largest grassroots mental health organization dedicated to improving the lives of those affected by mental illness. Information about supports available in the community are available on their website at www.namica.org.

- **TEEN LINE** – This organization provides a teen-to-teen support hotline that provides support for teens by other trained teens from 6pm to 10pm nightly. Teens can call (800) TLC-TEEN (800-852-8336) or (310) 855-4673, text 839863, or
- download and use @TeenTalkApp to get support. Resources for parents are also available on their website at www.teenlineonline.org.
- **National Suicide Prevention Hotline -** This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- **The Trevor Project -** This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866- 488-7386 or visit https://www.thetrevorproject.org/.

- **Big Brothers/Big Sisters of America –** This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Suicide Prevention Policy

ECRCHS recognizes that suicide is a major cause of death among youth and takes this issue seriously. To attempt to reduce suicidal behavior and its impact on students and families, ECRCHS has developed prevention strategies and intervention procedures.
ECRCHS's Suicide Prevention Policy is attached as Appendix F.

Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitle all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. ECRCHS's Education for Homeless Children and Youth Policy is attached as Appendix G.

Foster and Mobile Youth

ECRCHS is committed to providing foster and other mobile youth with full access to ECRCHS's educational program in order to provide the tools necessary for their academic achievement. ECRCHS's Education for Foster and Mobile Youth Policy is attached as Appendix H.

Pregnant and Parenting Students

ECRCHS recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. ECRCHS will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in ECRCHS if it is necessary in order for the student to be able to complete any graduation requirements, unless ECRCHS determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of ECRCHS. The complaint may be filed in writing with the compliance officer:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at 818 595-7500 or d.hussey@ecrchs.net to obtain this information.

Testing

English Learners and the Language Proficiency Assessments for California

ECRCHS is committed to the success of its English Learners ("EL") and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. ECRCHS will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ECRCHS will implement policies to assure proper placement, evaluation, and

The English Language Proficiency Assessments for California ("ELPAC") must be administered to new enrollees in ECRCHS with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being ELs must also be administered the ELPAC annually to determine annual English language development progress until the EL student has been reclassified.

The ELPAC is administered to students who are already identified as ELs in the spring semester. For new enrollees who have a home language other than English, the ELPAC must be administered within 30 days of enrollment in a California public school.

The ELPAC is the required state test for English language proficiency ("ELP") that must be given to students whose primary language is a language other than English.
State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards, and is comprised of two separate ELP assessments:

- an initial identification of students as English learners
- an annual summative assessment to measure a student's progress in learning English and to identify the student's ELP level.

To find more information about the ELPAC, please contact Mr Richard Russell at r.russell@ecrchs.net. Additional information is posted on the internet at http://www.elpac.org.

California Assessment of Student Performance and Progress ("CAASPP") System

The annual CAASPP administration will include the Smarter Balanced Summative Assessments, the California Alternate Assessments ("CAAs"), and the California Science Tests ("CASTs"). The optional primary language test, the Standards-based Tests in Spanish ("STS") for Reading/Language Arts ("RLA"), will be offered in the form of paper- pencil assessments.

The school shall annually administer all required state testing to the applicable grades. Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse their child from any or all parts of the state assessments shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Physical Fitness Test

State law requires school districts to administer the Physical Fitness Test ("PFT") annually to all students in grade nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity. Passing the test requires that students score in the "Healthy Fitness" zone in five out of the six fitness areas. Students must remain in PE until the PFT is passed. However, please note that passing the PFT is not a requirement for graduation.

The complete FITNESSGRAM® test battery measures student performance in the following areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength and Endurance
4. Trunk Extensor Strength and Flexibility
5. Upper Body Strength and Endurance
6. Flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education ("P.E.") program throughout the year. Students are tested throughout the school year.

To find more information about the FITNESSGRAM®, please contact your child's P.E. teacher. Additional information is posted on the internet athttps://www.cde.ca.gov/ta/tg/pf/.

California State University Early Assessment Program ("CSU-EAP")
The CSU-EAP test is embedded in the CAASPP 11th-grade English Language Arts/Literacy and mathematics. These tests are part of California's public-school testing and accountability system and are required of all grade-11 students. CAASPP exams cover both California high school standards as well as the CSU placement standards.

Specified levels of these scores indicate meeting CSU standards.

Additional information can be found at:
http://www.cde.ca.gov/ci/gs/hs/eapindex.asp

Alternatives to Using Preserved and Live Organisms in Science Classes

Students at the Charter School may perform animal dissections as part of the science curriculum. In accordance with Education Code Section 32255.1, any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The

alternative education project must require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

International Student Admissions

The Primary Designated School Official (“PDSO”) currently works with international students in grades 9-12 who wish to study at ECRCHS with an F-1 Student Visa issued by the State Department. This office is authorized to issue the I-20 documents required to obtain a student visa. For additional information regarding the process and admission eligibility of foreign students please send an email to exchange@ecrchs.net.

Athletics

General Information and Eligibility

ECRCHS is a member of the Los Angeles City Section of the California Interscholastic Federation ("CIF"). The School fields teams in Baseball, Boys and Girls Basketball, Boys and Girls Cross Country, Football, Girls Flag Football, Boys and Girls Golf, Boys and Girls Soccer, Softball, Boys and Girls Swimming and Diving, Boys and Girls Tennis, Boys and Girls Track and Field, Boys and Girls Volleyball, Girls Beach/Sand Volleyball, Boys and Girls Water Polo, Boys and Girls Lacrosse, and Boys and Girls Wrestling. Contact information for coaches is available on the School website under the "Athletics" tab.

To compete on an interscholastic athletics team, the following requirements must be met:

Academic

- Minimum of a 2.0 GPA on the 10- and 20-week grading periods (CIF Rule). (ECRCHS has added a "Only 1 U in Citizenship/Cooperation Rule" for 5, 10, 15, and 20 week grading periods).
- Student Athletes must be enrolled in a minimum of 20 credits.
- Student Athletes must attend a minimum of 2 classes (not including the sports period) on the day of athletic contests.

Annual Medical/Health Physical

- All student athletes must have an *annual* physical completed by a medical physician (not nurse, chiropractor, etc.).
- All physical forms must be completed on ECRCHS approved forms. The coaches will have copies of them available. A copy is also available on the school website under the "Athletics" tab.
- The physical form must be filled out, and must be signed by the student, parent/guardian, and the medical physician.
- The physician's office signature must be stamped on the form next to the doctor's signature.
- All questions must be answered, and doctors must stamp and sign the forms.
- Copies, faxes, or any duplicates will not be accepted.
- All students participating in tryouts must have a physical completed prior to actual tryouts per CIF rules and regulations.

Proof of Medical Insurance

- All student athletes must have valid medical insurance to participate.
- The student's name must be on the copy of the card, or a letter of eligibility from your insurance carrier if they do not provide cards for dependents.
- School insurance may also be purchased.

Athletic Paperwork

- Parent and Student Consent to Participate in Interscholastic Sports.
- Athletic Insurance Certificate (Proof of Medical Insurance must be attached).
- Acknowledgement of Risk and Informed Consent.
- Acknowledgement of Concussion & Head Injuries Information Sheet.
- Acknowledgement of Sudden Cardiac Arrest Information Sheet.

- Student Code of Conduct.
- Acknowledgement of Rules and Consequences for ECRCHS Athletics.
- Steroid Prohibition.
- Victory with Honor: Parent Code of Conduct.

Concussion / Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because ECRCHS has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

ECRCHS is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly.

Those wishing to participate in athletics at ECRCHS, must review the information sheet on sudden cardiac arrest via the following link: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition.

The fact sheet is available at:
~~https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf~~
https://stacks.cdc.gov/view/cdc/134209/cdc_134209_DS1.pdf

Campus Life

ID Cards

At the beginning of each school year, every student is provided with 2 photo identification cards (Physical / Digital). Students are expected to always carry their physical identification card or have their digital identification (or Royal Pass) on their phones when on campus or when attending any school related activity on or off campus. Students must produce ID's when requested from authorized school personnel. If the physical ID card is lost, a duplicate may be obtained in the Admissions Office at a cost of $4.00. ID cards, along with appropriate passes, must be shown when leaving school at lunch or any other time before regular dismissal.

Lockers

Each student entering ECRCHS will be assigned a hall locker. These lockers will be kept throughout a student's stay at ECRCHS. Students should not give their locker combination to other students or share lockers. A student can use their locker to store books, notebooks, and personal articles, but the School assumes no responsibility for any loss. Students should not leave money or valuables in the locker. Students experiencing locker issues should go to the Administrative Directors' Office for assistance. The School maintains the right to open lockers at any time and random locker searches may be conducted throughout the year. For more information, please reference the Campus Search and Seizure section of the Handbook and the Search and Seizure Policy available as Appendix I.

Lunch Passes

Juniors and seniors with good attendance (no more than 10 unexcused absences; note that two tardies equal one unexcused absence) may be eligible for a lunch pass. Lunch passes allow students to leave campus during lunch. Parent/guardian permission is required, and the passes may be taken away at any time. Applications and more information are available in the Deans/Admissions Office.

Meals and Food on Campus

ECRCHS provides free nutrition and lunch for students. For this reason, students are not allowed to order/receive food delivery from outside companies such as Grubhub, Postmates, Doordash, UberEats, or anything similar at any time. A parent/guardian, however, may bring his/her/their child(ren) a meal during nutrition or lunch time. It is the responsibility of parents/guardians to be on campus in a timely manner for the food delivery will not be accepted.

Students with Lunch Passes

Students with lunch passes must stay off campus until 3 minutes before the bell rings. Students may not bring any food back on campus. Students may bring a single drink/beverage for their own consumption. Due to allergies and other health concerns, bringing food or drink back for other students is strictly prohibited.

Outside Food Deliveries Prohibited

Outside food delivery (such as Uber Eats, GrubHub, Postmates, etc.) of any kind is prohibited during school hours.

Parent/Guardian Lunch Drop-Off

Parents/guardians may bring a single meal only for their child(ren) to drop off with Security or at the Main Office. Students may take the lunch brought by a parent/guardian to the quad (or other designated area) to eat. Students are only allowed to pick up food during nutrition or lunch, not during a passing period. ECRCHS has the right, in its sole discretion, to inspect any bags or containers brought, as necessary.

Clubs/Student Organizations:

During Lunch: clubs and organizations **may not sell food at all** during school hours. Clubs and organizations may be allowed to bring food during lunchtime for meetings with the approval of both the sponsor and administration (either Ms. Clark or Mr. Bennett). The appropriate form must be completed and submitted to administration (either Ms. Clark or Mr. Bennett); the form can be found on the ecrchs.net website under “Activities – ECR Clubs.” Forms must be submitted at least one (1) week in advance. Upon approval, the club/organization will only be allowed to bring food once. (1) per month. All food brought in must meet the School’s Health and Wellness Policy regulations (i.e., healthy foods only and no home-cooked foods). Items served must be discussed with sponsors & administrators.

Our school’s **Wellness Policy** is posted under the “Families” tab of the School website.

After School: clubs and organizations may sell food on campus starting 30 minutes after school ends. Clubs and organizations seeking to sell food on campus must first obtain the approval of the sponsor and Student Council (Student Council will advise administration). If approved, all food sold must meet the School’s Health and Wellness Policy regulations (i.e., healthy foods only and no home-cooked foods). Items served should be discussed with sponsors & administrators.

Field Trips

Students may have the opportunity to participate in field trips, which are educational off- campus activities led by a teacher or other school staff. All students who are scheduled to attend an approved field trip will receive a “Parent’s or Guardian’s Permission for a Field Trip and Authorization for Medical Care” form. The completed and signed form must be submitted prior to the student attending the trip. The teacher will notify the student of the paperwork deadline.

In general, transportation for field trips is provided by school bus and all students must take the bus to and from the trip destination. If transportation is not by bus, parents/guardians will receive additional paperwork to acknowledge and allow a different method of transportation. A copy of ECRCHS’s complete Transportation Safety Policy is available as Appendix K.

Student Clubs

Joining a club is a great way to feel connected to the school, meet new friends, and gives students the opportunity to explore and share special interests with other students. There are currently approximately 90 clubs on campus covering a wide variety of topics. Go to the Student Section of the school website to see a current club list. Most clubs meet once per week during lunch in the sponsor's classroom.

Student Government

ECRCHS has several organizations that give students a variety of leadership opportunities.

Student Council

Student Council is the main student government organization on campus. Chaired by the Student Body President, the group oversees all business concerning students, plans and produces all Student Body activities, and promotes school spirit. Membership is by election or appointment only.

Class Steering Committees

The Senior, Junior, Sophomore, and Freshman Steering Committees are chaired by the elected class presidents and are designed to represent and implement the ideas of class members. Steering committees meet periodically, and all students are invited to attend and participate.

Student Senate

The Student Senate is composed of elected representatives from each 1st period class and meets monthly. Its main purpose is to provide input and two-way communication between Student Council and the Student Body.

Extracurricular Activities

ECRCHS offers a plethora of events and activities for students each year. We boast over 80 student-led clubs and dozens of programs that contribute to the overall learning experience all while promoting school spirit and building confidence in our students. With these in mind, whenever students misbehave during school events and activities, it presents a safety issue on campus. Therefore, all student misconduct will be documented, and consequences will be assigned accordingly. Attendance at after- school events and activities are a privilege and may be revoked at any time.

This can include denied entry at athletic events, school dances, and signature ceremonial events such as Prom, and Graduation. Depending on the severity of the behavior, egregious misconduct can and may lead to immediate discipline, up to and including suspension or expulsion.

Contraband

The following items, if found on a student (clothing or personal belongings including lockers) will prohibit a student from participating in ECRCHS school events, including prom and graduation. Students and parents/guardians will be notified by Administrators.

- Alcohol/Flasks
- Weapons (or anything that can be used as a weapon)
- All Tobacco Products
- All illegal substances & Drug Paraphernalia
- Lighters/Matches

The following behaviors, if occurring on campus at any time during the school year, will prohibit a student from attending any ECRCHS school events, including prom and graduation. Students and parents/guardians will be notified by Administrators.

- Fighting
- Smoking/Vaping
- Disrespect towards authority

- Bullying
- Cutting Class
- Incomplete detentions
- Excessive Tardies
- Chronic Absences 10% of the instructional days enrolled (e.g., 18 out of 180 days). This includes excused and unexcused absences.

Physical Education / P.E. Clothes

To fulfill the requirements for high school graduation, students must take two years (four semesters) of Physical Education ("P.E."). In addition, they must pass 5 out of the 6 components of the California State Physical Fitness Test (as discussed above). Students are required to take PE in 9th grade and must pass 4 semesters of PE in total. If a student is unable to pass 5 out of the 6 components of the Physical Fitness Test, the student will be required to take a P.E. class each semester until they pass.

For safety reasons, students are required to change into appropriate clothing for their Physical Education class. Appropriate clothing includes the following:

- Shoes: Closed toe sneakers with laces or Velcro.
- Shirts: ECRCHS logo P.E. shirts or plain white T-shirts with no logos or design.
- Shorts: ECRCHS logo shorts or royal blue sports shorts.
- Cold weather gear: In the event of cold weather, the student may wear any ECRCHS logo sweatshirt or plain grey (no logos) sweatshirt OVER their P.E. shirt. In addition, they may also wear plain grey sweat bottoms OVER their shorts, or black leggings UNDER their shorts. The "sweats" may not be worn in lieu of the P.E. shirt and short uniform.

Students may purchase ECRCHS logo P.E. clothes from the Student Store or online at http://store.ecrchs.net/. P.E. clothing purchased is the property of the student to keep.

Upon request, ECRCHS will provide students with a set of "used" ECRCHS logo P.E. shirt and shorts to wear during P.E. class. Students will be required to return the provided clothing at the end of the school year; failure to do so may result in a fine. If you would like a set of used ECRCHS logo P.E. shirt and shorts, please have the student ask their P.E. teacher or contact the Department Chair Ms. Chandler at l.chandler@ecrchs.net.

Student Store
The Student Store is located near the covered eating area and is open Monday through Friday from 7:30 am to 4:00 pm. The Student Store provides a variety of items including:

- P.E. clothes (shorts, shirts, sweatshirts)
- Spirit Wear (shirts, hats, sweatshirts)
- Student Activity Cards
- Sales of tickets for athletic and school events
- Yearbook sales
- AP test sign ups

Purchases must be made with cash, cashiers' check, or credit card. Personal checks will not be accepted.

Cafeteria

Food is available in the student cafeteria during nutrition and lunch through our food vendor, Chartwells.

Students may not sell food (i.e., candy bar fundraisers) or drinks on campus. Students violating this rule may be referred to the Dean's Office and face consequences for violation of this rule, including, but not limited to, having their food items confiscated.

National School Lunch Program: Free and Reduced-Price Meals

ECRCHS also participates in the National School Lunch Program.
Pursuant to CA law, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day and with adequate time to eat. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the enrollment packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. For assistance with the application process, please view the support materials on the school's website under "Families – Cafeteria." Please note that this application is different than the LAUSD application, and in order to receive school meals at ECRCHS, you must fill out our application. A copy of ECRCHS's complete Universal Free Meals Policy is available as Appendix J.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements, which is available on the School's website at School Wellness Policy

Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance for Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary

California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Parking

Students may park in the student lot or on the streets around the school where parking is legal. Students may not park in the faculty lot. Students are not to loiter, litter, smoke, play radios, etc., in the parking lot or surrounding streets. Students are expected to always follow safe-driving practices. ECRCHS assumes no liability for any damage done to or loss of vehicles parked on or near its campus; students and parents/guardians park at their own risk. Illegally parked cars may be towed at the owner's expense. ECRCHS reserves the right to revoke parking privileges at any time at its sole discretion.

Bicycles and Skateboards

Students are welcome to ride bicycles and skateboards to school, but students may not ride on campus. Bicycles and skateboards must be stored in an appropriate rack during the day. There is an enclosed bicycle rack located near the lower "S" building. There is also a skateboard rack located in the quad, just past the main lobby. Students must supply their own locks. Skateboards do not fit in the lockers and students may not carry their skateboards around during the school day. ECRCHS assumes no liability for the loss of or damage to bicycle and skateboards stored on ECRCHS campus. ECRCHS reserves the right to deny use of bicycles and skateboards on its campus.

Transportation Safety Plan

ECRCHS may provide transportation to or from ECRCHS school activity via school bus. ECRCHS has therefore approved a Transportation Safety Plan, which contains procedures for ECRCHS personnel to follow to ensure the safe transportation of students. Students are informed that any violation of ECRCHS's policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the ECRCHS discipline policy. A copy of this Plan is available as Appendix K and will be made available upon request to an officer of the Department of the California Highway Patrol.

ECRCHS may provide coverage of fares for students using the public Metro system to and from school. Students participating in the program shall be monitored through an online clearinghouse system to ensure there is no abuse of the program. Please contact the ECRCHS Counseling Office for information regarding the registration process.

Student Conduct

Bullying

ECRCHS prohibits any acts of unlawful discrimination, harassment, intimidation, and bullying of any kind inclusive of instances that occur on any area of the school campus, at school- sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. ECRCH's complete Harassment, Intimidation, Discrimination and Bullying Policy is available as Appendix Z.

Suspension and Expulsion

ECRCHS's suspension and expulsion policies are set forth in Appendix M. The suspension and expulsion policies may also be found on ECRCHS' Charter Renewal Petition, which is available on the school website under "ECR Board – Charter Documents."

Cell Phones

Students are permitted to bring cell phones, smartphones, and other personal electronic devices to campus; however, use of these devices is strictly prohibited during instructional time.

Usage Restrictions

Personal electronic devices may not be used at any time during instructional time, including:

- Inside classrooms
- In hallways
- In stairwells
- In restrooms

These devices may only be used:

- Before school, after school, and during nutrition and lunch breaks
- In the event of an emergency or perceived threat
- When a teacher or administrator grants permission, subject to reasonable limitations
- When a licensed physician deems use necessary for a student's health or well-being
- When use is outlined in a student's Individualized Education Program (IEP)

In-Class Protocol

Upon entering the classroom, students must turn off all personal electronic devices and place them in the designated wall-mounted phone pouch. Devices will remain there for the entire class period. Students are not permitted to take their phones with them to the restroom during class. Headphones, earbuds, smart/meta glasses, and similar accessories are also not permitted for use during instructional time unless specifically authorized by staff.

Consequences of Violating Policy

Violations of this policy may result in the confiscation of the device and the following disciplinary actions:

1. First Offense
   - Device returned to student after school by the Dean's Office
   - Lunch detention assigned

2. Second Offense
   - Device must be picked up by a parent or guardian
   - Lunch detention assigned

3. Third Offense
   - Device must be picked up by a parent or guardian
   - Student will be assigned a lockable phone pouch for up to 5 weeks
   - Dean's Office will review student progress after 2 weeks

Continued violations may lead to additional disciplinary actions, including the loss of school privileges and activities, and may escalate to suspension or expulsion, as outlined in the school's disciplinary policies.

Additional Notes

- Students bring personal electronic devices to school at their own risk.
- The school is not responsible for any lost, stolen, or damaged devices brought to campus or to Charter School-sponsored events.

~~Cell phones, smartphones, and other personal electronics are permitted to be brought to school. However, students are not permitted to use personal electronics inside of classrooms or during class time. Personal electronics may only be used:~~

- ~~Before school starts, after end of the school day, or during nutrition and lunch~~
- ~~In the case of an emergency, or in response to a perceived threat of danger.~~
- ~~When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.~~
- ~~When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.~~
- ~~When the possession or use of a private device is required in a student's individualized education program ("IEP").~~

~~Headphones, earphones, ear buds, and other listening devices/accessories may also not be used inside of classrooms or during class time.~~

~~Students violating this policy may have their personal electronics confiscated by School staff. The first time a phone is confiscated, it will be returned to the student after school at the Deans' Office. The second time a phone is confiscated, the student must serve lunch detention. If a phone is confiscated a third time, a parent must pick up the phone. Phones brought to school will be at the owner's risk. The school will not be responsible for theft, loss or damage to any personal electronics brought onto campus or at Charter School sponsored activities.~~

Cheating / Plagiarism

Any student found cheating/plagiarizing may be penalized by the loss of the test or assignment value.

In addition, a student may receive a unsatisfactory (“U”) mark in cooperation and/or work habits. A parent or guardian will be notified of the incident and penalty by the teacher. The contact will be documented. Further, cheating/plagiarizing may jeopardize college recommendation letters. Please note that Alternative Education and Independent Study may have different standards and guidelines; please refer to written guidelines for these programs.

Dress Code

Dress Code Philosophy:

The purpose of the ECRCHS dress code is to ensure that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase stereotypes, marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. All students are expected to dress in a professional and appropriate manner consistent with the academic environment. All students shall be required to show proper attention to personal cleanliness. The following rules and guidelines are designed to help students thoroughly understand the expectations put upon them as they prepare for college, careers, and professional life after high school as well as to nurture school pride and a focus on academics.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of actual unnecessary discipline or body shaming.
- All students should understand that they are responsible for managing their own personal image without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science/shop (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable, within the dress code.
- Allow students to wear clothing that expresses their self-identified gender, within the dress code.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference violence and weapons, alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably

foreseeable risk of such interference or invasion of rights.

- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.

- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

OPAQUE FABRIC: solid, not sheer or transparent, cannot be see-through.

1. Students must wear a shirt with straps or sleeves with opaque fabric covering the student's front, back, sides under the arms and midriff/stomach.
2. Strapless tops/dresses may not be worn at school, even if an undergarment is underneath the top. Tank tops are allowed.
3. Hoodie sweatshirts are allowed but the student's full face must be visible at all times.
4. All tops must be worn such that private parts, belly buttons, midriffs, and back areas are covered with opaque material.
5. Tops may not reveal visible undergarment, though waistbands or straps on undergarments worn under clothes are allowed to be seen.
6. Tops intended as an undergarment (such as bralette, sport bras and the like) must be covered by an opaque top.
7. Swimwear, leotards or unitards may not be worn to school except as required for athletic practice or performance.
8. Pajamas/sleepwear may not be worn except for a spirit day theme. Students may not wear a robe or a blanket while at school except for a spirit day theme.
9. Students must wear pants or the equivalent (i.e. jeans, shorts, skirts, dresses, sweatpants, yoga pants or leggings) of a reasonable length to ensure buttocks and private parts are fully covered.
10. Ripped jeans must not allow undergarments or private parts, including any part of the butt, to be visible at any time.
11. Pants, or the equivalent, may not reveal/expose undergarments or private parts.
12. Students must wear shoes.
13. House shoes or slippers may not be worn to school, except as part of a spirit day theme.
14. Headwear may be worn at school. This includes religious coverings.
15. Hats must face straight forward or straight backwards.
16. Headwear may not cover a student's face or ears, except as permitted for religious purposes.
17. Headwear must not interfere with the line of sight of the student or staff.
18. Body parts that are supposed to be covered by tops or bottoms must not be exposed by movements of the body (bending over, sitting, raising of arms, walking up/down stairs, etc.).
19. No clothing may be worn that includes images or language that creates a hostile or intimidating environment based on any protected class or groups, including hate speech, profanity and/or pornography.
20. No clothing may be worn that includes images or language that depicts violence, drugs, alcohol, weapons of any kind, any illegal item or activity and/or nude/exposed bodies.
21. No clothing or jewelry may be worn or displayed that incorporates symbols or colors that can reasonably interpreted as gang affiliated.
22. Accessories that could be considered dangerous or could be used as a weapon may not be

worn at school. This includes chains, intended for a wallet, longer than 6 inches.

Students wearing clothing that violates this Dress Code may be asked to put on suitable alternative clothing. If the student does not have suitable alternative clothing, the school may, at its discretion:

- Provide the student with suitable clothing to wear the rest of the school day; or
- Have the student obtain suitable clothing from home.

Continued violation of the Dress Code policy may result in disciplinary action, up to and including loss of lunch pass privileges, loss of student parking privileges, loss of extracurricular activities, and/or detention.

Student Search and Seizures Policy

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement though the use of trained dogs as described above.

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student’s personal electronic device, without searching its contents, if the student’s use or possession of the private electronic device is in violation of Charter School rules or regulations. ECRCHS maintains a Student Search and Seizure Policy included as Appendix I of this Handbook.

Student's Personal Property

Personal items of value (cell phones, electronic games, laptops, tablets, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel.
The School is not responsible for lost or stolen items (including those in lockers).

Prom Attendance Policy

Students will be informed throughout the year based on disciplinary actions and attendance if they are not allowed to attend prom. We ask students (with support from parents/guardians) to please monitor your behavior and attendance daily. Student attendance can be checked via Aeries and should be cleared at https://attendance.schoolriver.com. Parents, please ensure you are signed up for access and clear absences within 5 days of returning.

Prom Attendance Policy*: Students must be below the Chronic Absenteeism state minimum for the number of days enrolled in school. If a student starts school at the beginning of the year, they can miss no more than 18 out of 180 days (whether excused or unexcused) to attend prom. If a student starts later in the year, the number of days a student is allowed to miss is fewer and will be calculated based on start date or 10% of the days enrolled.*

a) No refunds for prom.
b) There are no prom appeals.
c) Students will submit student and guest prom permission slips first before purchasing tickets. Once receiving approval, students will be permitted to purchase a ticket the following week.
d) All guests attending prom must be 20 years of age or under and are the responsibility of the ECRCHS students with whom they are attending the event.
e) Students must have served all detentions assigned and paid all fees and fines.
f) Any student who is subject to significant disciplinary action throughout the 2023-2024 school year, will be ineligible to attend prom.
g) The Administrative Director has the discretion to deny or approve prom attendance.

Be advised policies are subject to administrative changes.

More details can be found in the complete ECRCHS Prom Attendance Policy located in Appendix N.

Alcohol, Tabacco, & Drugs

ECRCHS does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco (including e-cigarettes and all other nicotine-related products such as vape pens) by students on campus or at school-sponsored activities. Students violating this policy will face disciplinary action, up to and including suspension or expulsion. Further action may include notification of the police, police citation, and/or arrest.

Health

Health Information

For any student who returns to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), we encourage the student and/or his/her/their parent/guardian to provide the school with written permission/consent by a licensed California health care provider that confirms the student's readiness to attend school, as well as any recommendations regarding his/her/their participation in physical activity (P.E. and/or athletic practices and/or competition).

Any student returning to school with sutures (stitches, staples), ace bandages (elastic bandage, sling), casts, crutches, cane, knee scooter, or wheelchair will require a written clearance and release by a licensed healthcare provider with recommendations and/or restrictions related to physical activity, mobility, and safety. Students who come to school without this documentation may be held in the school's Health Office until written verification is obtained from the healthcare provider.

A parent's written request for an excuse from a P.E. class will be accepted for up to 3 days; thereafter, a written request is needed from the student's health care provider.

If a student is enrolled in P.E. and a medical situation occurs that prevents the student from participating in all activity for a specified period of time, the student will continue to be eligible for physical education credit, provided that the injury/illness is for five weeks or less (25 school days or less). The student will continue to attend class as scheduled. The student will not be penalized for missing activities, provided the student dresses and completes reasonable alternate assignments and attends make-up sessions, as arranged by the physical education teacher.

If a student is enrolled in P.E. and a medical situation occurs that prevents active participation for more than five weeks (more than 25 school days), the student will not be eligible for physical education credit, provided that the injury/illness is for five weeks or more. The absences do not need to be consecutive days, and the student must have a doctor's note. The student may be eligible for elective credit only and must retake the class during the following semester. The school staff may consider an alternative placement for the student, such as a student aide in the physical education class, while the student is inactive.

Students are allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

Communicable Disease Prevention

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis ("whooping cough"). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and district, county and state policy. Readmission to School is based on conditions and appropriate treatment.

Any student excluded from school with flu-like symptoms and/or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school.

An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable diseases that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the school nurse or school health personnel.

Immunizations

California law requires that an immunization record be presented to ECRCHS staff before a student can be unconditionally enrolled in school. ECRCHS's complete Immunization Policy is available as Appendix O.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Medication Administration/Assistance

Students who are required to take prescription or over-the-counter medication during the regular school day may be assisted by designated school personnel upon receipt of required documentation and in accordance with ECRCHS's Administration of Medication Policy, available as Appendix P.

Sex Education Courses

ECRCHS has adopted a Comprehensive Sexual Health Education Policy to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows: (1) to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and from unintended pregnancy;(2) to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; (3) to promote understanding of sexuality as a normal part of human development; (4) to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and (5) to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

The Charter School offers comprehensive sexual health education to its students. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a

passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code Sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey. This complete Comprehensive Sexual Health Education Policy is available as Appendix Q.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. ECRCHS believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, ECRCHS will provide age- appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available upon request at the main office. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on ECRCHS’s website for your review.

Safety

Emergency Preparedness

The school conducts the following drills throughout the school year.

- Fire Drill: Conducted once per semester. Students are evacuated to the stadium.
- Drop, Cover and Hold Drill: Conducted once per month in classrooms.
- Earthquake Drill: Conducted once per year as part of the Great California Shake-Out. Students are evacuated to the stadium.
- Shelter in Place/Lockdown Drill: Conducted once per semester.

In addition to conducting regular drills, the School stocks emergency supplies to sustain students and staff. These supplies include water, food, first aid supplies, search and rescue supplies, and sanitation items.

Emergency Procedures

All classrooms have an Emergency Packet mounted near the door. The packet contains the classroom evacuation route, emergency assembly area diagram, class rosters, and attendance forms. If the situation requires it (e.g., earthquake, fire), students and staff will evacuate to the stadium with their class. If the emergency occurs when students are not in class (nutrition, lunch), students will go to the stadium and meet up with their second period teacher.

Once classes have made it to the stadium, teachers take and submit attendance and await further instructions. Students are to remain with their teacher.

Request Gate

If it becomes necessary for a parent/guardian to pick up their child, they should proceed to the request gate located on Valley Circle Blvd. near the PE blacktop. The school will only release students to people who are listed on the current emergency card.

Reunion Gate

After finishing the Request Gate process, parents/guardians proceed down Valley Circle Blvd. and turn right on Burbank Blvd. The Reunion Gate is located by the tennis courts. Your child will be reunited with you are the gate.

Shelter in Place

Certain situations (campus lockdown, neighborhood chemical spill) require students and staff to remain in the classroom until conditions are safe. Each classroom is equipped with a “lockdown kit.”

Communication During Emergencies

Information will be sent out through the school’s automated phone system, through the website, and through the school’s social media sites.

Gun Free & Weapons Free School

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. Moreover, any student found in possession of any weapon, including, but not limited to, knives, pepper spray or other personal protection devices, may also be subject to arrest and may be recommended for expulsion.

Comprehensive School Safety Plan

ECRCHS's Comprehensive School Safety Plan addresses emergency preparedness, procedures, and prevention. A copy of the Comprehensive School Safety Plan is available on the School's website at https://www.ecrchs.net/about/comprehensive-school-safety-plan ~~https://www.ecrchs.net/apps/pages/index.jsp?uREC_ID=438470&type=d~~.

Service Animals

ECRCHS welcomes service animals, as defined under the Americans with Disabilities Act, 28 C.F.R. Sections 35.104, 36.104. Please provide written notice in advance if a service animal will be brought on campus. Please note that this does not apply to emotional support animals, which are not allowed on campus.

Integrated Pest Management

ECRCHS contracts with LAUSD for all its pest management needs. The following information is from the LAUSD Parent-Student Handbook.

"In March 1999, the Board of Education approved a revised Integrated Pest Management (IPM) Policy with a goal of eventually phasing out the use of pesticides and herbicides, as technology permits. It is the goal of the District to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment, and property. The IPM Policy detailed below focuses on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides, where possible.

A 15-member Pest Management Team, which includes a public health official, a medical practitioner, two parents, and other members of the public, as well as District staff, is charged with implementation of the policy, including the approval of low-risk pesticides and herbicides.

Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions, and low-risk methods of use. Pesticides and herbicides may only be applied by the District's licensed Pest Management Technicians. No pesticide/ herbicide use by school-based staff, contractors, students, or parents is permitted.

The District will notify parents, employees, and students of all pesticide applications by providing a summary of the IPM program and goals, the IPM Policy, Request for Notification Form, and the current IPM Team-approved list of products included in this handbook.

The following information is also available in the Main Office of the school:

- The IPM Team-approved products list.
- A log of IPM activity at the school.
- Request for Notification Form for parents or guardians to sign if they desire 72- hour notification of pesticide use (except for emergencies as determined by the IPM Coordinator and an independent IPM expert).

The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal word indicating the toxicity category of the pesticide, a contact name and number for more information, and the availability of further information at the school's main office. Parents or guardians should notify the school's Executive Director on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and they desire to be notified of all pesticide applications.

Signs shall be conspicuously posted around any area at least 72 hours before and for a designated amount of time after the use of pesticides not on the IPM Team-approved list in a non-emergency situation. The amount of time the warning sign is posted is determined by type of chemical used and its persistence. In the event of an emergency as determined above, posting will go up at the time of the application. For more information regarding the IPM Program and policy, parents or guardians may contact the District's Maintenance & Operations Branch Office at (213) 241-0352. Information is also available under the "Links" section online at www.laschools.org. Any parent or guardian interested in serving on the IPM Team when a parent representative position is vacated may also contact this telephone number to register their interest.

POLICY STATEMENT: It is the policy of the Los Angeles Unified School District (District) to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances.

All District policies must conform to this IPM policy. Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption, and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment, and maintain the integrity of school buildings and grounds. Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount. Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The District's IPM Policy incorporates focusing on long-term prevention while giving non-chemical methods first consideration when selecting appropriate pest control techniques. The District will strive to ultimately eliminate the use of all chemical controls.

The precautionary principle is the long-term objective of the District. The principle recognizes that no pesticide product is free from risk or threat to human health, and industrial producers should be required to prove that their pesticide products demonstrate an absence of the risks enumerated above rather than requiring that the government or the public prove that human health is being harmed. The policy realizes that full implementation of the precautionary principle is not possible at

this time and may not be for decades. But the District commits itself to full implementation as soon as verifiable scientific data enabling this becomes available."

A list of approved pesticides is included within this Handbook within Appendix R.

Asbestos Management Plan

ECRCHS utilizes LAUSD staff to comply with the Asbestos Management Plan. The Asbestos Management Plan "AHERA Report" identifies where asbestos containing building materials are located at the school and the conditions of those areas. Schools are required to notify staff, parents and legal guardians prior to the start of asbestos abatement work. The AHERA report is updated every six months and is available for review upon request.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibility for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury because of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

- The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects like a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch can be found here.: https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/default.aspx

Parents

Parental Rights

Education Code Section 51101 provides that parents/guardians of pupils enrolled in public schools have the right and should have the opportunity to work together in a mutually supportive and respectful partnership with schools to help their children succeed, to be informed in advance about school rules, and to be informed of the procedures for visiting the schools and observing the classroom.

To ensure that we are respecting the rights of the parents/guardians, in the event that there is a change in educational decision-making rights by court order, parents/guardians must provide a copy of the court order to the School in a prompt manner.

Parents' Right to Know

Every Students Succeed Act ("ESSA") is the successor to the *No Child Left Behind Act ("NCLB")*. ESSA includes provisions that will help to ensure success for students and schools. Among other things, ESSA:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators— consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality education.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Parental Involvement

ECRCHS has many opportunities for parent involvement. Parents are welcome to join our parent groups, ECR Royal Families, RISE, Padres Latinos, and the Parent Advisory Committee. The purpose of ***ECR Royal Families*** is to enhance the educational experience of students attending El Camino Real Charter High School, by supporting all students in academics, clubs and activities, athletic teams, uplifting visual and performing arts events, and fostering school spirit and pride. ECR Royal Families is committed to supporting school administration to create opportunities for students to thrive and develop their talents in a nurturing and inclusive environment. Through fundraising efforts and volunteer engagement, the aim is to provide resources, mentorship, and meaningful experiences that contribute to their growth and success. The purpose is to actively collaborate with school administration, teachers, and parents, and to build a strong and

vibrant educational community that prepares our students for a bright future.

RISE is a parent-led group advocating for all Black Students at El Camino Real Charter HS. With a focus on education, we believe Black students at ECRCHS can exceed expectations while changing the narrative of underachievement.

English Learner Advisory Committee (ELAC) advises the district on English learners. It reviews expenditure and accountability reports on the use of LCFF funds for English Learners. As one of two LCAP parent advisory committees, ELAC reviews and comments on the draft LCAP and its annual updates.

The purpose of a School Site Council (SSC) is to represent the school community in making decisions about the school's academic program and resources. SSCs are required for all schools that receive federal or state categorical funding. The SSC's responsibilities include setting goals and priorities, making decisions about funding, and gathering input from stakeholders.

Our School Safety Committee is charged with assessing safety conditions at El Camino Real Charter High School. They develop an action plan to address safety in two primary components: school climate and physical environment.

Our parents also individually donate their time and money to support the myriad activities offered at the school such as band, drama, robotics, athletics, journalism, and academic decathlon.

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parental Involvement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

Please refer to Appendix S to see our complete Parental Involvement Policy.

Student Interviews and Investigations

As part of our responsibility to maintain a safe and supportive school environment, the administration may conduct investigations in response to concerns involving student conduct, safety, or violations of school policy. During these investigations, school administrators may need to speak directly with students who are involved or who may have relevant information.

Please note that parental permission is not required for school officials to speak with students during such inquiries. These conversations are part of the school's due diligence in addressing concerns promptly, thoroughly, and in alignment with applicable laws and school policies. Our primary obligation is to ensure the safety and well-being of all students and staff.

Nondiscrimination Statement

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); the Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the Individuals with Disabilities Education Improvement

Act of 2004 (“IDEA”); and Section 504 and Title II of the Americans with Disabilities Act (“ADA”) (mental or physical disability).

The School prohibits unlawful discrimination, harassment, intimidation and bullying based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

For the purposes of this policy, discrimination is different treatment on the basis of a protected category (listed above) in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual’s ability to participate in or benefit from the services, activities, or privileges provided by the School.

ECRCHS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the ADA, and the IDEA.

ECRCHS does not discourage students from enrolling or seeking to enroll in ECRCHS for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. ECRCHS shall not encourage a student currently attending ECRCHS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with ECRCHS’s charter and relevant policies.

ECRCHS does not request nor require student records prior to a student’s enrollment.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

ECRCHS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

ECRCHS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other

basis protected by federal, state, local law, ordinance or regulation. ECRCHS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which ECRCHS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ECRCHS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the ECRCHS Uniform Complaint Procedures ("UCP") Compliance Officer:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Sexual Harassment and Sex-Based Discrimination

ECRCHS is committed to providing a working and learning environment free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment based on actual or perceived sex, sexual orientation, gender, gender identity or gender expression. For that reason, it is a violation of state and federal laws.

Federal law, Title IX, State law, District policy, and School policy prohibit anyone from discriminating against any student based on actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth, or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs, including:

- Athletics
- The classes they can take
- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to one of our Title IX Coordinator(s), or our UCP Coordinator.

Title IX Coordinators:

Mr. Dean Bennett, d.bennett@ecrchs.net, (818) 595-7506.
Mrs. Emilie Larew, e.larew@ecrchs.net, (818) 595-8003.
Mrs. Vania Rodriguez, Director of Human Resources v.rodriguez@ecrchs.net; 818 595-7536.

UCP Coordinator:
Mrs. Vania Rodriguez, Director of Human Resources v.rodriguez@ecrchs.net; 818 595-7536.

~~[INSERT]~~

ECRCHS's complete Title IX Policy is included as Appendix L.

Child Abuse

Reporting Requirements

Any school employee who reasonably suspects child abuse has occurred or is occurring is required by law to file a child abuse report. These reports are filed with the appropriate child protective services agency such as the local police, sheriff's department or the Department of Children and Family Services. School police departments, by law, are not considered "child protective services agencies" and may not be the recipients of child abuse reports. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

Uniform Compliant Policy and Procedures

ECRCHS recognizes that it has a responsibility for ensuring compliance with state and federal laws and regulations governing educational programs. As such, the School has adopted a uniform system of complaint processing. The complete Uniform Complaint Policy and Procedures is attached in Appendix T.

Educational Rights and Privacy

ECRCHS recognizes that it has a responsibility for ensuring compliance with state and federal laws regarding the privacy interests of students in their educational records and personal information. As such, the School has adopted an Educational Records and Student Information Policy. The complete policy is attached as Appendix U.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director, Mr. David Hussey, at d.hussey@ecrchs.net, or 818 595-7500.

School Climate Bill of Rights

ECRCHS is committed to ensuring a safe, healthy, and positive school environment. ECRCHS has developed fair and consistent progressive discipline policies based on positive behavior interventions.

The ECRCHS community values a rigorous education focused on providing opportunities to select college or career paths. The School Climate Bill of Rights promotes a school with an environment focused on safety, learning, student well-being and community interaction.

School-Wide Positive Behavior Intervention and Support:

- ECRCHS will implement alternatives to suspensions along with positive behavior intervention. Appropriate prevention and intervention approaches provide accountability and rehabilitation for discipline incidents. See page two for more information regarding ECRCHS' intervention strategies.

Alternatives to suspension and positive behavior interventions and supports:

- Alternatives to suspensions strategies will be utilized for all students prior to suspensions except those limited offenses where suspension is required pursuant to the ECRCHS suspension and expulsion policy. See below for more information regarding ECRCHS' intervention strategies

- School discipline and school-based arrest and citation data available for viewing upon request.
- Restorative Justice Approach to resolve student conflict: see below for more information regarding ECRCHS' intervention strategies.

School-Wide Task Force:

School Site Council will include administrator, teacher, student, parent and classified member. This council will make recommendations to the Discipline staff for implementing positive approaches to working with students, staff and parents/guardians.

School Police on campus roles and responsibilities:

- Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation, and the juvenile and criminal court system, to the greatest extent as possible and when legally feasible.

- A System to file a formal complaint if the School-Wide Positive Behavior Intervention and Support is not implemented: one Administrative Director is assigned for all school formal complaints. Please see the main office for the form.

Interventions

We have implemented many of the Tier I and Tier II interventions mentioned in LAUSD Bulletin 6231.0.

These interventions include the following:

- Parent/Student Conferences
- Conflict Resolutions led by the Deans
- Individual Counseling
- Alternative Programming (changing teacher/class)
- Referral to Student Success and Progress Team (SSPT)
- Referral to Multi-Tiered System of Supports (MTSS)
- Behavioral Contracts
- Threat Assessment
- Referral to Peer Active Listener group (PALs)
- Campus Beautification
- Restitution
- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)

Alternatives to Suspension

Our alternatives to suspension include the following:

- Conflict Resolutions led by the Deans
- Individual Counseling
- Behavioral Contracts
- Campus Beautification

- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)
- “In House” Class Suspensions with appropriate curricular materials provided to the student

Schoolwide Positive Behavior Support System

Incentives

- Good attendance qualifies juniors and seniors for lunch passes
- Good attendance and a good disciplinary record qualify students for Prom
- Intervention Coordinator distributes blank “On the Spot Recognition” forms so that teachers and students can send words of encouragement to each other
- A “Deans’ List” that rewards positive behavior
- The School has “Front of the Line” passes for the lunch lines
- Certificates issued for good behavior through the Administrative Directors’ Office
- The Alternative Education Program also uses the following incentives:
- Posting student names on the Awesome Board every week for students who have improved
- End of semester assemblies celebrating attendance, academics, and citizenship

Location of Pupil Records

Most pupil records are maintained at the School site. Records maintained by ECRCHS are usually maintained as indicated below:

1. Pupil records pertaining to student health are maintained in the Health Office with the school nurse as immediate custodian.
2. Pupil records pertaining to student progress, counseling, or guidance assistance are maintained in the Counseling Office, with the Administrative Director in charge of counseling, as immediate custodian.
3. Pupil records pertaining to attendance are maintained in the Attendance Office, with the Administrative Director in charge of counseling as immediate custodian.
4. Pupil records pertaining to athletic activities are maintained in the Athletic Director's Office with the Athletic Director as immediate custodian.
5. Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian.
6. Special Education lEPs, Section 504 plans, and other relevant records are maintained in the Student Support Services office with the Administrative Director in charge of Student Support Services as immediate custodian.

Pupil Record Inspection

The inspection / review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A certificated ECRCHS employee must be present to assist and act as custodian of the file. If the parent or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school office may charge a copy fee. When a pupil record of one student includes information concerning other students, the parent or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent or to the particular adult student.

Please refer to Appendix U for the complete ECRCHS Educational Records and Student Information Policy.

Emergency Information

For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, ECRHCS requires the parent/legal guardian to provide current emergency information on an official Emergency Form at the school site. Every parent/legal guardian or caregiver must complete an Emergency Form for each student at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency, if the parent/legal guardian cannot be reached. If the student rides the school bus to and from school, include his/her routing information; route number, pick/up and drop off location. Parents of students with disabilities should also have the name

of any other designated adult who can receive their child in case of an emergency.

Students will only be released to a person listed on the Emergency Form unless the parent/legal guardian has provided written authorization on a case –by-case basis.

Change in Ethnicity / Race Identification of Students

The school is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the respondent is Hispanic or Latino. The second part of the question asks the respondent to select one or more races from the following five groups:

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Filipino
- Black or African American
- White

Parents/guardians wishing to change the current ethnicity and race category of their children must complete the Ethnicity/Race Identification of Students Form, sign and return it to the Admissions Office. If you have any questions or need more information, contact the Admissions Office.

Change of Residence

It is the responsibility of parents, guardians or adult foster caregivers to inform the school of any change of address, telephone number or emergency information. Provided that the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to a Continuing Enrollment Permit. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their student.

Restitution / Parent Liability

California Civil Code Section 1714.1 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed $10,000.00, adjusted annually for inflation.

Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes schools to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil, or the parent/guardian pays for the damages or returns the property.

It is the policy of ECRCHS to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages not to exceed $10,000.00, adjusted annually for inflation.

After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

As to lost or damaged textbooks, ECRCHS's Lost or Damaged Textbook Policy is attached as Appendix V.

WRITTEN NOTICE OF RIGHTS & CONSENT TO BILL CALIFORNIA MEDI-CAL & RELEASE OR EXCHANGE INFORMATION FOR HEALTH-RELATED SPECIAL EDUCATION AND RELATED SERVICES

This Written Notice is given to Parent ("You") by Local Education Agency, El Camino Real Charter High School ("LEA").

Under the federal Medicare program, a public agency may access parents' public benefits or insurance to help pay for health-related special education and related services. Through the ***Medi-Cal Local Education Agency Billing Option*** this LEA/school may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education. The Medi-Cal program is a way for school districts and/or County Education Offices to receive federal funds to help pay for special education health-related services (e.g., PT, OT, Speech, Health screening, Counseling, Transportation).

With your consent, this LEA may disclose to the California Medi-Cal program and/or your private insurance program the following information about your child for the sole purpose of processing claims for reimbursement: name, birth date, gender and special education service (including the type, date, number of service(s) and the name of the service provider).

You need to know that:

1. You may refuse to sign the consent form. This LEA is still required to provide special education services at no cost to you.
    a. Information about your child or family is strictly confidential. Your rights are preserved under federal law.
    b. Your confidentiality rights are preserved under Title 34 Code of Federal Regulations 300.154; Family Education Rights Privacy Act of 1974, Title 20 of the United States Code, Section 1232 (g), Title 34 Code of Federal Regulations, Section 99.
2. Your consent can be revoked at any time in writing. The LEA:

    a. May not require parents to sign up for or enroll in public benefits or insurance in order for your child to receive a free and appropriate education (FAPE).
    b. May not require you to incur an out-of-pocket expense such as a deductible or co-pay.
    c. May not use your child's benefits if that would:
    d. Decrease available lifetime coverage or any other insured benefit.

3. Result in the family paying for services that would otherwise be covered outside of the time the child is in school.
4. Increase premiums or lead to the discontinuation of benefits or insurance (Medi-Cal).
5. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

Campus Visitors

All campus visitors must have the consent and approval of the Executive Director/designee. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Executive Director has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Absent exigent circumstances, parents wishing to visit their child's classroom are required to make prior arrangements with the teacher at least 24 hours in advance. All visitors must check in at the Main Office and obtain a visitor's pass. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school and/or subject to subject to criminal penalties.

Immigration and Citizenships Status Policy

In compliance with California law, ECRCHS has written policies and procedures in place that protect the rights of all students and allow all students equal access to a public education, regardless of immigration or citizenship status.

ECRCHS's written policy regarding information pertaining to a student's immigration and citizenship status is set forth in Appendix W.

Student Freedom of Speech and Expression

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. ECRCHS's Student Freedom of Speech and Expression Policy is available as Appendix X.

APPENDICES

Appendix A

Computer Usage Policy and Acceptable Use Policy

Link to a sample student AUP signed doc.

Computer Usage Policy and Acceptable Use Agreement

ECRCHS computing resources are provided for student use related to ECRCHS's mission statement. Our mission is to educate our diverse student body by developing students' talents and skills so that they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society. The computing resources may only be used for educational purposes related to research, instruction, and school-sanctioned activities, as described more fully below.

Definitions

- "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, ECRCHS approved personal research activities, or other purposes as defined by the ECRCHS from time to time.

- "Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Usage Responsibilities

The use of ECRCHS computing resources is a privilege to which all students of ECRCHS are entitled. Certain responsibilities accompany that privilege and understanding them is important for all users. The responsibilities include but are not limited to:

- Computer usage is for school-related work and educational purposes only.
- The user may not change their password.
- The user must not eat or drink near any computer equipment.
- The user should be aware of computer viruses and other destructive computer programs and take steps to avoid being their victim or unwitting vector.
- The user must respect any disk quotas applied to the user's account and use as little disk space as possible. Students cannot use temporary areas or the local hard drive to store data.
- Students must respect the privacy and property of all files on the computer system. Do not assume that the **ability** to read a file implies **permission** to read the file.
- Students may not attempt to breach or bypass client and/or network security on ECRCHS computers.
- Students may not install software onto ECRCHS machines.

Before a student is authorized to use ECRCHS's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities.

ECRnet Acceptable Use Policy Rules and Regulations

The Internet is a public network, and as such, e-mail is not private. ECRnet system operators have access to all user account directories and data, e-mail, personal Web pages, and any other files stored on system servers. System operators may delete files at any time to conform to system storage needs.

Access to the Internet from ECRnet is a privilege, not a right. Access to ECRnet is free to actively enrolled students with a Student Identification Number at ECRCHS. Each user voluntarily agrees to release, hold harmless, defend, and indemnify ECRCHS, its officers, board of directors, staff, and agents for and against all claims, actions, charges, losses, or damages which arise out of the user's use of the ECRnet, including, but not limited to, negligence, personal injury, wrongful death, property loss or damage, delays, non-deliveries, mis-deliveries of data, service interruptions, failure of any technology protection measures, violations of copyright restrictions, or user mistakes.

Each user acknowledges that the information from other Web sites may not be accurate. Use of any of the information obtained via the Internet is at the user's own risk. ECRCHS makes no warranty of any kind, either express or implied, regarding the quality, accuracy, or service interruptions.

Use of ECRCHS equipment and access to the Internet via ECRCHS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use ECRCHS resources only in a manner specified in the Policy.

ECRCHS Technology Staff Rights and Responsibilities

Within the limits of the capability of the computer system, ECRCHS Technology Staff ("ECRCHS") will attempt to maintain the privacy of all files and electronic mail. However, ECRCHS has the right to examine any file, backup archives, electronic mail, data, or printer listings as part of normal system administration or when there is a reasonable belief that a user is violating the law or policies specified in this document.

ECRCHS shall ensure that all ECRCHS computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the ECRCHS is able exercise reasonable control over content created and purchased by the ECRCHS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the ECRCHS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, misuse, user mistakes or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using ECRCHS computers, laptops, or tablets to access the internet or online services on a ECRCHS campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of ECRCHS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any ECRCHS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using ECRCHS technology.

ECRCHS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to tECRCHS, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs is prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions is also strictly prohibited.

The Executive Director or designee shall oversee the maintenance of ECRCHS's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

ECRCHS will work to protect the information saved on the centrally located file server from accidental loss, tampering, unauthorized search, or other access. In the event of inadvertent or non-malicious actions resulting in the loss of or damage to that information, or the invasion of the user's privacy, the ECRCHS Technology Staff will make a reasonable effort to mitigate the loss or damage. In most cases, however, ultimate responsibility for prevention and resolution of such problems rests with the user. ECRCHS will assume no responsibility for the security of publicly accessible computer files.

- ECRCHS will make every effort to maintain backup copies of student files, and restore them when they are lost or damaged. However, ECRCHS cannot guarantee that there is a backup copy of any file, or that a file can be restored immediately.
- Within the limits of the capability of the computer system and as required by the Family Educational Rights and Privacy Act ("FERPA"), ECRCHS will maintain the privacy of student personal information.
- ECRCHS has the right to monitor all activity on a computer system, including individual sessions.
- ECRCHS has the right to terminate any computer session or print job that is consuming excessive resources, including idle sessions.
- ECRCHS has the right to delete an inactive account.
- ECRCHS has the right to refuse access to any person who has violated the policies in this document or the policies of the school.
- ECRCHS has the right to require students to change passwords regularly, refuse to allow students to use a specific password, or require students to use a random password.
- ECRCHS has the right to limit student disk space and other available computer resources.
- ECRCHS has the right to revoke any account that has been used in violation of the policies specified in this document.

The Internet, a network of networks, allows people to interact with hundreds of thousands of networks and computers. All connections to the Internet by **El Camino Real Charter High School** students are subject to the Acceptable Use Policy (AUP). ECRnet is a free and open forum for discussion. However, since ECRnet access is provided as an instructional tool rather than a personal forum, users will not use ECRnet access to demean, defame, or denigrate others for race, religion, creed, color, national origin, ancestry, physical handicap, gender, sexual persuasion, or other reasons. Users should have no expectation of privacy regarding their use of ECRCHS property, network and/or Internet access or files, including but not limited to email. By using this network, users have agreed to this policy.

Student Internet Safety

1. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
2. Students shall not meet in person anyone they have met only on the Internet; and
3. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Unacceptable Uses of the Computer Network or Internet

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information and/or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
- Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;

  - Deleting, copying, modifying, or forging another user's name, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
  - Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
  - Using any ECRCHS computer to pursue "hacking," internal or external to ECRCHS, or accessing or attempting to access information protected by privacy laws. This includes but is not limited to, using the resources of ECRnet or any other campus Internet connection, including a connection from a campus network, to attempt unauthorized access to any other computer system, or to go beyond the user's authorized access on ECRnet or any other campus network. This includes attempting to log in through another person's account or access another person's files. It also includes any attempt to disrupt any computer system performance or destroy data on any computer system.
  - Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
- Forwarding personal communication without the author's prior consent.

Engaging in uses that jeopardize access or lead to unauthorized access into another's account or other computer networks, such as:

- Using another's account password(s) or identifier(s);
- Interfering with another user's ability to access their account(s);
- Disclosing anyone's password to others or allowing them to use another's account(s);
- Using any software or proxy service to obscure either the student's IP address or the sites that the student visits;
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures;
- Accessing or attempting to access material or systems on the network that the student is not authorized to access.

Other unacceptable uses, which include but are not limited to:

- Using text, graphics, sound, or animation in messages or the creation of Web pages without displaying a notice crediting the original producer of the material and stating how permission to use the material was obtained.
- Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.
- Downloading or uploading materials without permission such as video games, applications, and/or software.

Penalties for Unacceptable Computer, Network or Internet Usages

The use of a school computer account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may lead to disciplinary and/or legal action including but not limited to the following:

- Suspension or removal of student's account;
- Referral to the Dean;
- A parent conference;
- Suspension from school; and/or

- Financial responsibility for the complete restoration of the damage, including parts and labor.

El Camino Real Charter High School's computer system is intended for the exclusive use of its registered users who are responsible for their password and their accounts. Any problems that might arise from the use of the account are the responsibility of the account holder. Any misuse of the account or system will result in disciplinary action and/or the suspension or cancellation of privileges. **Use of the account by someone other than the registered user will be grounds for cancellation for all parties.**

Acceptable Use Agreement

El Camino Real Charter High School ("ECRCHS" or "Charter School") believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

   a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

   b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While ECRCHS is able to exercise reasonable control over content created and purchased by ECRCHS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither ECRCHS nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold ECRCHS or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless ECRCHS and Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of ECRCHS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any ECRCHS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to ECRCHS technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property as defined by ECRCHS's Computer Usage Policy and Acceptable Use Agreement
- Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks; or
- Any other unacceptable uses, which include but are not limited to:

- Using text, graphics, sound, or animation in messages or the creation of Web pages without displaying a notice crediting the original producer of the material and stating how permission to use the material was obtained.
- Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.
- Downloading or uploading materials without permission such as video games, applications, and software

5. **No Expectation of Privacy.** Students acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. ECRCHS may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. ECRCHS reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agreed uponuse period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of ECRCHS's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access ECRCHS's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Computer Usage Policy and Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. ECRCHS encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read ECRCHS's Computer Usage Policy and Acceptable Use Agreement and hereby agree to comply with them.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages ECRCHS's property, including but not limited to ECRCHS's technology, equipment and networks, or fails to return ECRCHS's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, ECRCHS may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, ECRCHS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. A student over the age of majority shall be liable for the same. (Education Code Section 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

~~2024-2025~~2025-26 Optional Laptop Protection Plan

The ECRCHS Optional Laptop Protection Plan is an optional, low-cost plan to cover accidental damage or theft of your student's laptop. The cost of the Optional Protection Plan is **$25.00 per device per year** (non-refundable). This is an **optional** plan provided by the school purely as a convenience and is not required. There is no cost for use of the device.

As with all School-issued materials and equipment, it is required that the student maintain and handle the device in a responsible manner, and that it remains in fully operational condition for the duration of their enrollment at ECRCHS. If the Optional Protection Plan is waived, you will be responsible to pay for the repair or replacement of your student's device if it is stolen, lost or damaged, regardless of the circumstances leading to its loss or damage. It is important to understand that failure to pay for the repair or replacement of the device will be treated like any other school debt and may preclude your student from participating in extracurricular activities, sports, graduation activities and receiving their school transcripts. **The full replacement cost of the device being issued to your student is $340.00.**

What kind of damage is covered if I purchase the Optional Laptop Protection Plan?

- Liquid damage including accidental spills, or accidental water submersion Damage from accidental drop/fall including, but not limited to, the following:
  - Minor cosmetic damage
  - Cracked device, screen, digitizer
  - Broken keyboard or mouse touchpad
  - Motherboard/Hardware failure
- Theft
- In case of theft, vandalism, or other criminal acts, an official police report must be immediately filed by the parent/guardian to qualify for the coverage. Upon review of official police report, the device may be fully replaced. ECRCHS has the sole authority to review the police report and determine whether the theft of the device was due to misuse or neglect. Only the device will be replaced. The student is responsible for replacing accessories.

What is NOT covered by the Optional Laptop Protection Plan, and what am I fully responsible for, regardless of circumstances?

- Unusual wear and tear, including, but not limited to, drawings, scratches, or stickers on the device
- Damage due to neglect
- Intentional or malicious damage to the device
- Damage to or replacement of stylus pens (available for purchase at Student Store)
- Damage to or replacement of laptop cases (available for purchase at Student Store)
- Damage to or replacement of A/C adapters (available for purchase at Student Store)

How many times will the Optional Laptop Protection Plan repair or replace my student's device?

Subject to the terms outlined above, ECRCHS will fully replace your student's device up to 3 times during the school year. More than three damage claims in one year will be deemed neglect and not covered by this policy. Damages caused by a student's failure to exercise responsibility and due care of the device will be deemed negligent and repair cost will be incurred.

What if my student's device needs to be repaired or replaced, and I did not purchase the Optional Laptop Protection Plan?

If the student/parent did not purchase accidental coverage for the device, the student will be responsible for any repairs needed. Depending on the damage, the tech department will audit the device and create an invoice for any parts and labor needed for the repair. If the total cost equals more than the replacement device the device will need to be fully replaced at the cost of $340.00.

The Optional Laptop Protection Plan must be purchased within 30 days of first enrollment. The Optional Laptop Protection Plan is good for the current school year only and must be renewed yearly. Plan coverage starts September 1 and ends August 30.

ECRCHS has the sole authority to assess damage and determine whether the damage was accidental thereby eligible for repair/replacement or the result of misuse, neglect, or intentional damage.

Appendix B

Mathematics Placement Policy

Mathematics Placement Policy

This policy of the El Camino Real Charter High School (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”), if available;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student’s official, end of the year 8th grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Charter School Executive Director, or designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:

- A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Executive Director, or designee, that:
- Requests information regarding how the student’s mathematics placement was determined. Within five (5) days of receipt of the written request, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian’s request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student’s mathematics placement.

- Requests that the student retake the placement test, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.
- Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.
- Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request. The Executive Director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Executive Director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Executive Director shall specify the mathematics course or level recommended for the student. The Executive Director's or designee's response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.
- Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian's request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director's or designee's response time exceed one (1) month.
- If, after reconsideration of the student's mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this Mathematics Placement Policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Appendix C

Independent Study Policy

Independent Study Board Policy

El Camino Real Charter High School may offer independent study to meet the educational needs of pupils enrolled in the charter. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum and meet the graduation requirements as defined in the school's charter. El Camino Real Charter High School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully (Education Code 51746). The following written policies have been adopted by the Board for implementation at El Camino Real Charter High School:

1. Independent study through El Camino Real Charter is a continuously voluntary, educational alternative in which no student may be required to participate (Education Code 51747).

2. For pupils in all grades and programs offered by El Camino Real Charter, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days (Education Code 51747).

3. If circumstances justify a longer period of time than 20 school days, the Executive Director or designee may authorize an extension of up to five learning periods, not to extend past the end of the current school year.

4. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete ten (10) assignments during any period of twenty (20) school days.

    b. In the event student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:

        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil- level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

        c. ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.

        d. iii. Learning required concepts, as determined by the supervising teacher.

        e. iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

    A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

6. The Charter School has adopted tiered reengagement strategies* for the following pupils:

- All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil.
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

7. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: each supervising teacher or teacher of record will offer once weekly office hours for one to one, small group, or classroom instruction either in-person, via virtual feed (i.e. Teams), or via telephone. *

8. The Charter School shall transition pupils whose families wish to return to in- person instruction from independent study expeditiously, and, in no case, later than five instructional days. Families will be encouraged to meet with their academic counselor to discuss the transition of the pupil in a manner which limits the impact on student progress toward graduation requirements. *

9. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

d. A statement of the policies adopted pursuant to Education Code Sections 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2024–25 school year, for a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed during the school year in which the independent study program takes place by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having

responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10. El Camino Real Charter High School shall comply with the Education Code Sections 51744 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

11. The Executive Director may establish regulations to implement these policies in accordance with the law.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families with to return to in-person instruction shall not apply to:

- Pupils who participate in an independent study program for fewer than 16 schooldays in a school year.
- Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.
- These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

~~El Camino Real Charter High School may offer independent study to meet the educational needs of pupils enrolled in the charter. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum and meet the graduation requirements as defined in the school's charter. El Camino Real Charter High School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully (Education Code 51746). The following written policies have been adopted by the Board for implementation at El Camino Real Charter High School:~~

~~1. Independent study through El Camino Real Charter is a continuously voluntary, educational alternative in which no student may be required to participate (Education Code 51747).~~

2. For pupils in all grades offered by El Camino Real Charter, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days (Education Code 51747).

3. If circumstances justify a longer period than 20 school days, the Executive Director or designee may authorize an extension. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

    a. When any pupil fails to complete ten (10) assignments during any period of twenty (20) school days. In the event student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
        i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
        ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
        iii. Learning required concepts, as determined by the supervising teacher.
        iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

4. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A- G admissions criteria.

The Charter School has adopted tiered reengagement strategies* for the following pupils:

- All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil.
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

For pupils in grades 9-12, inclusive, Charter School shall provide opportunities for at least weekly synchronous instruction* for all pupils throughout the school year by each pupil's teacher or teachers of record. Each supervising teacher will offer once weekly office hours for one to one, small group, or classroom instruction either in-person, via virtual feed (i.e. Teams), or via telephone.

The Charter School shall transition* pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. Families will be encouraged to meet with their academic counselor to

discuss the transition of the pupil in a manner which limits the impact on student progress toward graduation requirements.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:

a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

1. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

d. A statement of the policies adopted pursuant to Education Code Sections 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

j. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

2. El Camino Real Charter High School shall comply with the Education Code Sections 51757 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

3. The Executive Director may establish regulations to implement these policies in accordance with the law.

Appendix D

Special Education Policy

Special Education Policy

The Board of Directors of the El Camino Real Charter High School ("ECRCHS" or the "Charter School") recognizes the need to identify, evaluate, and serve students with disabilities to provide them with a free appropriate public education ("FAPE") in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code Section 56195.8.

Identification, Referral, and Evaluation for Special Education

Charter School shall follow applicable state and federal law and regulations and LAUSD Special Education Local Plan Area ("SELPA") policy with respect to the identification, referral, and assessments of students for special education and related services.

Individualized Education Program ("IEP") Team Meetings

ECRCHS shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

Charter School shall also review, at the request of a student's general or special education teacher, the student's assignment to the student's class. A mandatory IEP meeting shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Administrative Director of Student Support Services, Emilie Larew or designee, shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please click on the Procedural Safeguards link or contact the Student Support Services office for a copy of your Procedural Safeguards.

Nonpublic, Nonsectarian Services

ECRCHS may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at ECRCHS is not available in accordance with Education Code Section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools ("NPSs") or agencies ("NPAs"), ECRCHS shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

In accordance with Education Code Section 56366.1, when entering into a Master Contract with an NPS where ECRCHS has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. ECRCHS shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Master Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between ECRCHS and the NPS;
- A review of progress the student is making toward the student's IEP goals;
- A review of progress the student is making toward the goals set forth in the student's behavior intervention plan;
- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by ECRCHS.

In accordance with Education Code section 56366.45, the Charter School shall, within fourteen (14) days of becoming aware of any change to the certification status of an NPS or NPA as a state-certified school or agency, inform parents/guardians of pupils who attend the NPS or receive services from the NPA, of the change in certification status. The notice to parents/guardians shall be sent via email or regular mail and include a copy of the procedural safeguards. The Charter School shall maintain a record of the notice and shall make this notice available for inspection upon request of the California Department of Education.

ECRCHS shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

ECRCHS shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

- Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for most of the school day. Students shall not be enrolled in a resource specialist program for most of the school day without approval of the IEP team.

- Providing information and assistance to students with disabilities and their parents/guardians.

- Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members.
- Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.

- Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team.

- At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life.

- Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

ECRCHS's resource specialist program shall be under the direction of a resource specialist who possesses:

a. A special education credential or clinical services credential with a special class authorization.

b. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.

c. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Executive Director shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy. No resource specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

Transportation

Charter School shall ensure appropriate; no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the security systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. Section 571.222). ECRCHS shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the security systems.

When transportation services are required, the Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to aid persons with disabilities may be transported in a school bus when accompanied by students with disabilities, teachers with disabilities or persons training the dogs.

Charter School shall ensure that all school buses, school student activity buses, youth buses and childcare motor vehicles, whenever they may be used, are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Appendix E

Section 504 Policy, Procedures, and Parent Rights

Policy, Procedures, And Parent Rights Regarding Identification, Evaluation And Education Under Section 504

SECTION 504 POLICY

The Board of Directors of the El Camino Real Charter High School ("ECRCHS" or "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools.
The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If ECRCHS does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. ECRCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided

a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. ECRCHS shall periodically review the student's progress and placement.

ECRCHS does not discriminate on the basis of disability, or any other characteristic protected under law. ECRCHS will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

A. Definitions

Academic Setting – the regular, educational environment operated by ECRCHS.

Individual with a Disability under Section 504 – An individual who:

- has a physical or mental impairment that substantially limits one or more major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment.

Evaluation – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

504 Plan – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

Free Appropriate Public Education ("FAPE") – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

Major Life Activities - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

Physical or Mental Impairment –

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

504 Coordinators – Counselor Stephen Perry shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from, or

direct any questions or concerns to, the Section 504 Coordinators at (818) 595-7514.

Has a record of such an impairment - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

Is regarded as having an impairment – means

a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether the impairment limits or is perceived to limit a major life activity.
b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. ECRCHS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator or designee.

3. ECRCHS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
b. Tests and other evaluation materials including those tailored to assess specific areas of

educational need and not merely those which are designed to provide a single general intelligence quotient; and

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided with a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The eligible student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

    - If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
    - The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
    - ECRCHS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, ECRCHS shall schedule a 504 Team meeting to review the existing 504 Plan. ECRCHS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.
    - A parent, guardian, or ECRCHS shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or ECRCHS shall notify the members of the team of the parent's, guardian's, or ECRCHS intent to audio record a meeting at least 24 hours before the meeting in writing. If ECRCHS initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

8. Review of the Student's Progress

    - The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
    - A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

9. Procedural Safeguards

    a. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

        - Examine relevant records;
        - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel;

- Have the right to file a Uniform Complaint pursuant to school policy;
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

b. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinator or to the student's counselor. Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.
c. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with ECRCHS or any district within the Los Angeles Unified School District SELPA or the Los Angeles County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
d. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
    - The specific decision or action with which the parent/guardian disagrees.
    - The changes to the 504 Plan the parent/guardian seeks.
    - Any other information the parent/guardian believes is pertinent.

10. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, ECRCHS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include: mediation by a neutral third party and/ or review of the 504 Plan by the Executive Director or designee.

a. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
b. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
c. The parent/guardian and the Charter School shall be afforded the rights to:
    1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
    2. Present written and oral evidence.
    3. Question and cross-examine witnesses.
    4. Receive written findings from the hearing officer.
d. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
e. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
f. ECRCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

11. Suspension and Expulsion, Special Procedures for Students with Disabilities ECRCHS shall follow the suspension and expulsion policy, and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. ECRCHS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment (“FBA”) and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ECRCHS, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.
- If ECRCHS, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If ECRCHS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:
    - Conduct an FBA and implement a behavioral intervention plan for such child, provided that ECRCHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
    - If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
    - Return the child to the placement from which the child was removed, unless the parent and ECRCHS agree to a change of placement as part of the modification of the BIP.

If ECRCHS, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then ECRCHS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

a. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or ECRCHS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ECRCHS, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ECRCHS agree otherwise.

b. Special Circumstances

ECRCHS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

c. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

d. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA and who has violated ECRCHS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if ECRCHS had knowledge that the student had a disability before the behavior occurred.

ECRCHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ECRCHS supervisory or administrative personnel, or to one of the child's teachers, that the student needs special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other ECRCHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Administrative Director over Special Education or to other ECRCHS supervisory personnel.

If ECRCHS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If ECRCHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ECRCHS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by ECRCHS pending the results of the evaluation.

ECRCHS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Parent/Student Rights in Identification, Evaluation, Accommodation And Placement

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have ECRCHS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have ECRCHS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non- disabled students.
6. Have your child receive special education and related services if they is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by ECRCHS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from ECRCHS to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If ECRCHS refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with ECRCHS's Section
    i. 504 mediation grievance and hearing procedures outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to ECRCHS's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.

i. File a formal complaint with the U.S. Department of Education. Office for Civil Rights,
U.S. Department of Education San Francisco Office
50 United Nations Plaza San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

16. Be free from any retaliation from ECRCHS for exercising any of these rights.

Please contact Mrs. Emilie Larew, Administrative Director, Student Support Services, c/o El Camino Real Charter High School, 5440 Valley Circle Boulevard, Woodland Hills, CA 91367, (818) 595-8003, with any questions regarding the information contained herein.

Appendix F

Suicide Prevention Policy

Suicide Prevention Policy

The Board of Directors of El Camino Real Charter High School ("ECRCHS") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code Section 215, this policy has been developed in consultation with ECRCHS and community stakeholders, ECRCHS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating ECRCHS's strategies for suicide prevention and intervention. ECRCHS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ECRCHS shall appoint an individual or team to serve as the suicide prevention liaison for ECRCHS. The suicide prevention point of contact for ECRCHS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ECRCHS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Stefanie Bero, Intervention Coordinator/School Counselor
2. Rimppi Rai, School Based Therapist
3. Xenia Paniagua, School Counselor
4. Tara Hopkins, School Counselor
5. Lynsey Shano, Parent/School Counselor
6. David Lee, Parent/School Counselor

~~[INSERT NAME, TITLE]~~
~~[INSERT NAME, TITLE]~~
~~[INSERT NAME, TITLE]~~
~~[INSERT NAME, TITLE]~~

To ensure the SPCT reflects the student body's perspective, ECRCHS has designated the following volunteer student representatives to provide consultative insights:

1. Sage Bellisi, 12th, Student Representative
2. Jacob Balao 11th, Student Representative

~~[INSERT GRADE LEVEL], Student Representative~~

~~[INSERT GRADE LEVEL], Student Representative~~

ECRCHS designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Jessica Friedman, School Psychologist, Student Support Services, (818) 595-8001 j.friedman@ecrchs.net.
- Secondary Liaison: Gayane Mgshyan, School Psychologist, Student Support Services, (818) 595-8008

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

A. Staff Development

ECRCHS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training shall include the following:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. Charter School shall ensure that training is available for new hires during the school year.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;

- How to respond appropriately to the youth who has suicidal thoughts.
- Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal- SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal- schls.wested.org/.
- Information regarding groups of students judged by ECRCHS, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences;

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
    - The impact of traumatic stress on emotional and mental health;
    - Common misconceptions about suicide;
    - School and community suicide prevention resources;
    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
    - The factors associated with suicide (risk factors, warning signs, protective factors);
    - How to identify youth who may be at risk of suicide;
    - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on ECRCHS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on ECRCHS guidelines;
    - ECRCHS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
    - ECRCHS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
    - Responding after a suicide occurs (suicide postvention);
    - Resources regarding youth suicide prevention;
    - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
    - Emphasis that any student who is identified to be at risk of suicide is to be

immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool such as; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

B. Employee Qualifications and Scope of Services

Employees of ECRCHS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning

signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts.
- At a minimum, ECRCHS shall share this policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Suicide Prevention Policy shall be easily accessible and prominently displayed on the ECRCHS Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
- Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
- Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment. Charter School's referral processes and how they or their children can reach out for help, etc.

Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records to appropriate parties, to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

D. Student Participation and Education

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with ECRCHS and is characterized by caring staff and harmonious interrelationships among students.

ECRCHS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

ECRCHS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the ECRCHS's instructional curriculum, it shall consider

the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding ECRCHS's suicide prevention, intervention, and referral procedures.
- The content of the education may include:
- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education may be incorporated into classroom curricula (e.g., health classes, science, and physical education).

ECRCHS shall support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings, which is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

E. Intervention and Emergency Procedures

~~ECRCHS designates the following School personnel to act as the suicide prevention liaisons:~~

- ~~Primary Suicide Prevention Liaison: Jessica Friedman, School Psychologist, Student Support Services, (818) 595-8001, j.friedman@ecrchs.net.~~
- ~~Secondary Suicide Prevention Liaison: Gayane Mgshyan, School Psychologist, Student Support Services, (818) 595-8008,~~

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian/caregiver as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at ECRCHS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
    - Securing immediate medical treatment if a suicide attempt has occurred;
    - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    - Keeping the student under continuous adult supervision until the parent/guardian/caregiver and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
    - Moving all other students out of the immediate area;
    - Not sending the student away or leaving them alone, even to go to the restroom;
    - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
    - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian/caregiver and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, ECRCHS shall verify with the parent/guardian/caregiver that the follow up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent/guardian/caregiver to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, ECRCHS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ECRCHS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions. In the event a suicide occurs or is attempted on the ECRCHS campus, the suicide prevention liaison shall follow the crisis

intervention procedures contained in ECRCHS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian/caregiver about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians/caregivers, and staff with information, counseling, and/or referrals to community agencies as needed. ECRCHS staff may receive assistance from ECRCHS counselors or other mental health professionals in determining how best to discuss suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the ECRCHS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian/caregiver and offer support to the family.
2. Discuss with the family how they would like ECRCHS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian/caregiver to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in ECRCHS activities to notify a teacher, the Executive Director, another ECRCHS administrator, psychologist, ECRCHS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. ECRCHS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian/caregiver about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. ECRCHS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Executive Director to:
    - Confirm death and cause;
    - Identify a staff member to contact deceased's family (within 24 hours);
    - Enact the Suicide Postvention Response;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which the suicide prevention liaison has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
    - Review of protocols for referring students for support/assessment;
    - Talking points for staff to notify students;
    - Resources available to students (on and off campus).
    - Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Staff shall not share explicit, graphic, or dramatic content, including the manner of death. Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
“Died by suicide” **or** **“Took their own life”**	**“Committed suicide”** **Note:** Use of the word “commit” can imply crime/sin
“Attempted suicide”	**“Successful” or “unsuccessful”** **Note:** There is no success, or lack of success, when dealing with suicide

- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

H. Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
    - Call or Text “988”
    - Call 1-800-273-8255

- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

—In addition to listing the above resources on student identification cards, Charter School shall include the following language: “*If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support*.”

Appendix G

Education for Homeless Children and Youth Policy

Education for Homeless Children and Youth Policy

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS" or the "Charter School") desires to ensure that homeless children and youth: are provided with equal access to its educational program; have an opportunity to meet the same challenging state of California academic standards; are provided a free and appropriate public education; are not stigmatized or segregated on the basis of their status as homeless; and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. Section 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. Section 11432(g)(1)(J)(ii):

Melissa Harr
Special Education Teacher
5440 Valley Circle Boulevard
Woodland Hills, California 91367
(818) 595-7500 M.Harr@ecrchs.net

The Charter School Liaison shall ensure that the following requirements are fulfilled by ECRCHS (42 U.S.C. Section 11432(g)(6)):

1. Homeless students are identified by Charter School personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at ECRCHS.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"), any other preschool programs administered by ECRCHS, if any, and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, ECRCHS charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/.

Enrollment

ECRCHS will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

ECRCHS shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

ECRCHS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the ECRCHS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. Section 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. Section 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[1] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison.

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint

[1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. Section 11432(g)(3)(E).)

Housing Questionnaire

ECRCHS shall administer a housing questionnaire for purposes of identifying homeless children and youth. ECRCHS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. ECRCHS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at ECRCHS. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at ECRCHS and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth.
ECRCHS shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in ECRCHS such as (42 U.S.C. Section 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

If ECRCHS provides transportation services to all ECRCHS students, ECRCHS shall provide comparable transportation services to each homeless child or youth attending ECRCHS, as noted above. (42 U.S.C. § 11432(g)(4).)

If ECRCHS does not otherwise provide transportation services to all ECRCHS students, ECRCHS shall ensure that transportation is provided for homeless students to and from ECRCHS, at the request of the parent or guardian (or Charter School Liaison), if ECRCHS is the student's school of origin. (42 U.S.C. Section 11432(g)(1)(J).) Transportation provided by ECRCHS will be adequate and appropriate for the student's situation, but ECRCHS does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Professional Development

All administrators, teachers and employees of ECRCHS, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to ECRCHS certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) ECRCHS's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the ECRCHS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code Section 51225.3 ("additional graduation requirements") unless ECRCHS makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code Section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH.

5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**

ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. ECRCHS' review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

ECRCHS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Appendix H

Education for Foster and Mobile Youth Policy

Education For Foster and Mobile Youth Policy

Introduction

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, ECRCHS shall provide them with full access to ECRCHS's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in ECRCHS's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:
  1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
  2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
     a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
     b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
     c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[2]
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

[2] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.[3]

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

ECRCHS Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to ECRCHS, the Board of Directors shall designate an ECRCHS Foster and Mobile Youth liaison. The Board of Directors designates the following position as ECRCHS's liaison for foster and mobile youth:

Melissa Harr
Special Education Teacher 5440 Valley Circle Boulevard
Woodland Hills, California 91367 (818) 595-7500
M.Harr@ecrchs.net

[3] A "pupil participating in a newcomer program," as defined in Education Code Section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024, is entitled to the rights of a "newcomer pupil." The Charter School may also, in its discretion, further extend the rights in Education Code Sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code Section 51225.2, as that section read on January 1, 2023.

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in ECRCHS, and checkout from ECRCHS of foster and mobile youth.
2. Ensure proper transfer of credits, records, and grades when foster and mobile youth transfer to or from ECRCHS.
3. When foster youth is enrolling in ECRCHS, the ECRCHS Foster and Mobile Youth Liaison shall contact the school last attended by the student within two
4. business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the ECRCHS Foster and Mobile Youth Liaison shall provide the student's records to the new school within two business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
5. When required by law, notify the foster youth's ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and, at least ten (10) calendar days preceding the date of the following:

    - An expulsion hearing for a discretionary act under ECRCHS's charter.
    - Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under ECRCHS's charter. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.
    - A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

6. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. As needed, ensure that students in foster care receive appropriate school- based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for ECRCHS staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for ECRCHS's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Board of Directors based on indicators identified in ECRCHS's local control and accountability plan.

This policy does not grant the ECRCHS Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the ECRCHS Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

ECRCHS will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in ECRCHS as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to ECRCHS will be immediately enrolled (subject to ECRCHS's capacity, if ECRCHS is not the student's school of origin, and pursuant to the procedures stated in ECRCHS's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to

meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement or any subsequent change in placement, a foster youth may continue in their school of origin, for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

- For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child, or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The ECRCHS Foster and Mobile Youth Liaison may, in consultation with and with the agreement of

the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that students the student would otherwise be eligible to attend as a resident of the school district or in ECRCHS consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing ECRCHS dispute resolution process.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

ECRCHS shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. ECRCHS is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits
ECRCHS shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[1], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

1. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
2. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
3. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless ECRCHS, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall ECRCHS prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

[1] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools

operated by the United States Department of Defense.

Applicability of Graduation Requirements

To obtain a high school diploma from ECRCHS, a student must complete all courses required by ECRCHS and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer students who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the Foster and Mobile Youth otherwise qualify for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Executive Director or designee shall notify and consult with a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the Charter School's additional graduation requirements. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH, and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

If the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this Policy, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while they are enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is **reasonably able to complete the Charter School's additional graduation requirements** within the student's fifth year of high school, the Executive Director or designee shall:

- Consult with the student and the student's ERH about the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
- Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
- Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
- Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.
- For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements.

Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

- The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
- How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
- Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
- The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is **not** eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility.

2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:

    - Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    - Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this Policy, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

ECRCHS shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When ECRCHS receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, ECRCHS shall provide these student records within two (2) business days. ECRCHS shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record-keeping needs of Foster and Mobile Youth.

In accordance with ECRCH's Educational Records and Student Information Policy, under limited circumstances, ECRCHS may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by ECRCHS's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Appendix I

Student Search and Seizure Policy

Student Search and Seizure Policy

El Camino Real Charter High School ("ECRCHS" or the "Charter School") recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School adopts this Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Definitions

- "*Reasonable Suspicion*" means a sufficient probability that the search will reveal evidence the student has violated or is violating the law or Charter School rules and regulations. Certainty is not required. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

- A violation of either *"the law or Charter School rules and regulations*" includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in Charter School rules or regulations.

- "*Personal electronic device*" means a device that stores, generates, or transmits information in electronic form, and is not owned or otherwise loaned to the student by Charter School.

- "*Electronic communication*" means the transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature in whole or in part by a wire, radio, electromagnetic, photoelectric, or photo-optical system.

- "*Electronic communication information*" means any information about an electronic communication or the use of an electronic communication service, including, but not limited to, the contents, sender, recipients, format, or location of the sender or recipients at any point during the communication, the time or date the communication was created, sent, or received, or any information pertaining to any individual or ***personal*** device participating in the communication, including, but not limited to, an IP address.

Student Searches Based on Reasonable Suspicion

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee), may conduct a reasonable search of a student's person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

The search of a student and/or of their personal effects must be:

1. **Justified at its Inception**: There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or Charter School rules. Articulable facts must support a Charter School official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and

2. **Reasonable in Scope**: The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Required Conduct of Searches:

Additionally, any search of a student and/or of their personal effects shall be:

- Conducted in the presence of at least one (1) other adult witness of the same sex as the student being searched, whenever possible, and by a school official of the same sex as the student being searched.
- Conducted out of the presence of other students to maintain student confidentiality.
- Conducted in a manner that does not involve:
    - A body cavity search of a student manually or with an instrument; or
    - Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
- Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Searches of Private Electronic Devices

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by Charter School officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information to attempt to identify, verify, or contact the owner of the device.

Nothing in this Policy prohibits the Charter School from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Random Metal Detector Searches

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons to maintain and protect the safety, security, and peace of students, School employees, and the School as a whole.

The following procedures shall be followed when using metal detectors to conduct random searches of students:

1. Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection.
2. Before walk-through, students shall be asked to empty their pockets of metallic objects.
3. If an initial activation occurs, students shall be asked to remove other metallic objects they may be wearing (e.g., belt and jewelry) and to walk through a second time.
4. If a second activation occurs, a hand-held metal detector shall be used.
5. If the activation is not eliminated or explained, staff shall escort the student to a private area.
6. In the private area, an expanded search shall be conducted by a staff member of the same gender as the student, in the presence of another school employee.
7. The search shall be limited to the detection of weapons and/or vaping devices.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the guidelines for reasonable suspicion based individual searches.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

Canine Searches

Periodically, specially trained dogs visit the campus to detect the presence of drugs in lockers and classrooms.

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections of unaccompanied belongings for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff all unaccompanied locations, including, but not limited to: lockers, student use areas, vehicles, unattended backpacks and other student belonging, and other inanimate objects throughout school property. Prior to initiating a search, Charter School officials must have reasonable suspicion of a schoolwide concern

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

The Charter School shall not use dogs to search a student's person without individualized reasonable suspicion of illegal, unauthorized, or contraband material. If a dog alerts on a student's person, the alert shall constitute reasonable suspicion for a lawful search and all applicable law and policy discussed herein shall be followed in the subsequent search.

Lockers

Student lockers, including P.E. lockers, are school property and remain at all times under the control of Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized Charter School personnel and/or law enforcement. Inspections of lockers may be conducted by Charter School personnel and/or law enforcement though the use of trained dogs as described above.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by Charter School officials or trained detection dogs, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter School's discipline policies and procedures. Charter School shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Video Surveillance and Other Recording Devices

Charter School may utilize video surveillance devices in all common areas of the school campus including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, school buses, and any other commonly used spaces. Charter School shall not utilize video surveillance devices in private spaces such as restrooms and locker rooms. Charter School's intent and purpose in utilizing video surveillance devices is to ensure student and staff health, welfare, and safety in order to maintain safe and orderly conduct throughout the school day.

Charter School shall not use audio recording where there is an expectation of privacy without prior consent of all parties subject to recording. Students, staff, parents, and other members of the public are similarly prohibited from audio recording on Charter School campus without prior consent. This policy does not prohibit the Charter School from recording classes as needed for student achievement nor any other permissible audio recording by the Charter School otherwise provided under the law.

Video surveillance recordings are not considered student education records unless the recording is maintained and (1) intended for use in a disciplinary action or proceeding,
(2) depicts an activity that shows a student violating the law, (3) shows a student getting injured, attacked, victimized, ill, or having a health emergency, (4) contains personally identifiable information from a student's educational record. A video surveillance recording is not considered a student's

education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

Charter School shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act ("FERPA"). This includes compliance with lawful requests under the California Public Records Act, from law enforcement, and other appropriate agencies. Charter School will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.

Notice

Written notice of this Policy shall be provided to students and their parents and/or guardians at the start of each school year and/or upon enrollment during the school year. A summary of this Policy shall also be placed in the Parent-Student Handbook and other materials, as appropriate, to be disseminated by the Charter School to students, parents and/or guardians and Charter School employees. In addition, the Charter School shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

Appendix J

Universal Free Meals Policy

Free And Reduced-Price Meals Policy

El Camino Real Charter High School ("ECRCHS" or the "Charter School") Governing Board (the "Board") recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Executive Director or designee shall facilitate and encourage the participation of students from low-income families in the Charter School's food service program.

Definitions

"Schoolday" means any day that pupils in kindergarten or any of grades 1 to 12, inclusive, are present at a schoolsite or school facility for purposes of instruction or educational activities, as defined in Section 49010, including, but not limited to, pupil attendance at minimum days, state-funded preschool, transitional kindergarten, summer school including incoming kindergarten pupils, extended school year days, school-sponsored field trips, independent study when a pupil is onsite during the schoolday, and Saturday school sessions.

"Nutritionally adequate breakfast" is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program ("SBP"), as defined in Section 220.8 of Title 7 of the Code of Federal Regulations.

"Nutritionally adequate lunch" is one that qualifies for reimbursement under the most current meal pattern for the federal National School Lunch Program ("NSLP"), as defined in Section 210.10 of Title 7 of the Code of Federal Regulations.

Universal Free Meals

Commencing with the 2024-2025 school year, Charter Schools, including our, shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced- price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Application and Notification

If the Charter School participates in the National School Lunch Program and/or federal School Breakfast Program, the Charter School will continue to collect meal application forms aligned with federal regulations. However, regardless of eligibility for free or reduced-price meals, ALL students who request meals will receive meals free of charge, consistent with this Policy and Education Code Section 49501.5. The Executive Director or designee shall ensure that the application form for school meals and related materials include the following statements:

a. Applications for school meals may be submitted at any time during a school day.

b. Regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.

c. Children participating in the federal NSLP and/or SBP will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

The application packet shall include the following notifications and information using simple and culturally appropriate language:

a. A notification that the child may qualify for free or reduced-cost health coverage.

b. A request for the applicant's consent for the child to participate in the Medi-Cal program, if eligible, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program.

c. A notification that the Charter School will not forward the school lunch application to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program, without the consent of the child's parent or guardian.

d. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon the consent of the child's parent or guardian, the Charter School will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.

e. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the administration of the Medi-Cal program.

f. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If ECRCHS elects to post its school meals application online, it will include the following:

1. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application. The link is provided below: https://secure.ezmealapp.com/ApplicationScreen.aspx?cid=ZGE3NWM0ODEtNWNiMy00NDU0LTkyOTAtYmJjODI0NzFlNDY0
2. Require completion of only those questions necessary for determining eligibility.
3. Include a clear statement that regardless of federal eligibility for free or reduced- price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.
4. Include clear instructions for families that are homeless or migrant.
5. Comply with the privacy rights and disclosure protections Public Laws 113-79 and 105-277.
6. Include links to all of the following:

    i. The online application to CalFresh.
    ii. The online single state application for health care.

iii. The Internet Web page maintained by the State Department of Public Health entitled “About WIC and How to Apply,” or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.
iv. The Internet Web site of a summer lunch program authorized to participate within the city or school district.

ECRCHS shall ensure that a pupil is not denied an available reimbursable meal of the pupil’s choice and is not shamed or treated differently from other pupils due to the pupil’s eligibility for a federally reimbursable free or reduced-price meals. This paragraph does not prohibit ECRCHS from serving an alternative reimbursable meal to a pupil who may need one for dietary or religious reasons, or as a regular menu item.

If ECRCHS is required to provide to the California Department of Education or to the United States Department of Agriculture a copy of the meal charge policy required pursuant to memorandum SP 46-2016 issued by the United States Department of Agriculture, ECRCHS shall make that policy public.

ECRCHS personnel and volunteers who serves nutritionally adequate meals to pupils during the instructional day shall not allow any disciplinary action that is taken against a pupil to result in the denial or delay of a nutritionally adequate breakfast or a nutritionally adequate lunch, as defined in Section 49553, to that pupil.

ECRCHS shall not take any action directed at a pupil to collect school meal fees.

Direct Certification

Although every family should submit an application for school meals, in certain circumstances, ECRCHS may be able to determine student eligibility without further application. ECRCHS shall directly certify as eligible the following students:

- Any child who is a member of a household receiving assistance under the supplemental nutrition assistance program as eligible for free lunches and/or free breakfasts under the Child Nutrition Act of 1966.

- Any child who is a member of a household that receives CalWORKs (also known as Temporary Assistance for Needy Families or “TANF”) or CalFresh aid.

- Any child who is a member of a household that receives the assistance of a Food Distribution program on Indian Reservations.

- Any child identified as a foster, migrant, homeless or runaway youth, as defined by the California Education Code.

This Policy prohibits the Charter School from disciplining a student which would result in the denial or delay of a nutritionally adequate meal to that student.

Confidentiality/Release of Records

All applications and records related to school meals shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to the universal meals program for the following purposes:

- Disaggregation of academic achievement data
- Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from the Charter School to another charter school, district, county office of education program, or private school, the Executive Director or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Executive Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled student for purposes related to program eligibility and data used in local control funding formula calculations.

The Executive Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The Executive Director or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The Executive Director or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

- Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any student, unless otherwise authorized by law.
- The public release of information regarding individual student participation in a free or reduced-price meal program is not permitted.
- All other confidentiality requirements imposed by law or regulation are met.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that

administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Prototype Household Application for Free and Reduced Price School Meals

Complete one application per household. Please use a pen (not a pencil).

APPLY ONLINE:
RETURN TO (School/District Name):
ADDRESS:

STEP 1 List ALL children, infants, and students up to and including grade 12. Attach another sheet of paper if you need space for more names.

List ALL children in the household. Do not forget to list infants, children attending other schools, children not in school, and children not applying for benefits. This includes children not related to you in your household.

Child's First Name	MI	Child's Last Name	Grade	Check all that apply: Foster Child	Migrant	Runaway	Homeless
				☐	☐	☐	☐
				☐	☐	☐	☐
				☐	☐	☐	☐
				☐	☐	☐	☐

If you checked any of these boxes, please refer to the Application Instruction's Step 1: Part C & Part D.

STEP 2 Do any household members (including you) participate in: SNAP, TANF, or FDPIR?

☐ **NO** → Go to STEP 3. ☐ **YES** → Write case number here and proceed to STEP 4.

CASE NUMBER (NOT EBT NUMBER):

Write only one case number in this space.

STEP 3 List ALL household members and income for each member (before taxes and deductions)

A. All Adult Household Members (Anyone who is living with you and shares income and expenses, even if not related, including you.)

List all Adult Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they receive income, report total gross income (before taxes and deductions) for each source in whole dollars (no cents) only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work	How often received? Weekly	Every 2 Weeks	2x Month	Monthly	Annual	Public Assistance, Child Support, Alimony	How often received? Weekly	Every 2 Weeks	2x Month	Monthly	Pensions, Retirement, Social Security, SSI, VA Benefits, All Other	How often received? Weekly	Every 2 Weeks	2x Month	Monthly
	$	○	○	○	○	○	$	○	○	○	○	$	○	○	○	○
	$	○	○	○	○	○	$	○	○	○	○	$	○	○	○	○
	$	○	○	○	○	○	$	○	○	○	○	$	○	○	○	○
	$	○	○	○	○	○	$	○	○	○	○	$	○	○	○	○
	$	○	○	○	○	○	$	○	○	○	○	$	○	○	○	○

Total Household Members (Children and Adults) ☐

Last Four Numbers of Social Security Number of Primary Wage Earner or other Adult Household Member (If Applicable) ☐☐☐☐

Check if no Social Security Number ☐

Please see application's back for list of income sources.

B. Child Income

Sometimes children in the household earn or receive income.
Include the TOTAL income (before taxes and deductions) received by ALL children listed in STEP 1 here.

Child Income $ ☐

How often received? ○ Weekly ○ Every 2 Weeks ○ 2x Month ○ Monthly ○ Annual

STEP 4 Contact information and adult signature.

RETURN COMPLETED FORM TO YOUR CHILD'S SCHOOL: Insert school address here

"I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (confirm) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

Print Name of Adult Signing the Form	Signature of Adult	Today's Date

Mailing Address (if available)	City	State	Zip	Phone (optional)	Email (optional)

Return completed form to your child's school.

SOURCES AND EXAMPLES OF INCOME

For additional information on income, please refer to the instructions that accompany this application.

Sources of Income			Examples of Income for Children
Earnings from Work	**Public Assistance/Alimony/ Child Support**	**Pensions/Retirement/ All other sources of income**	
• Salary, wages, cash bonuses, tips, commissions • Net income from self-employment (farm or business) **If you are in the U.S. Military:** • Basic pay and cash bonuses (do NOT include combat pay, FSSA, or privatized housing allowances) • Allowances for off-base housing, food, and clothing	• Unemployment benefits • Workers' compensation • Supplemental Security Income (SSI) • Cash assistance from State or local government • Alimony payments • Child support payments • Veterans benefits • Strike benefits	• Social Security/Disability (including railroad retirement and black lung benefits) • Private Pensions or disability benefits • Income from trusts or estates • Annuities • Investment income • Earned interest • Rental income • Regular cash payments from outside household	• A child has a regular full or part-time job where they earn a salary or wages • A child is blind or disabled and receives Social Security benefits • A parent is disabled, retired, or deceased, and their child receives Social Security benefits • A friend or extended family member regularly gives a child spending money • A child receives regular income from a private pension fund, annuity, or trust

OPTIONAL

Children's ethnic and racial identities. This information is kept confidential and may be protected by the Privacy Act of 1974.

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity (check one): ☐ Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish Culture or origin, regardless of race) ☐ Not Hispanic or Latino

Race (check one or more): ☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ White

Return this completed form to your child's school. *Do not mail, fax, or email completed applications to the U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights.

DO NOT FILL OUT

For school use only.

Annual Income Conversion: Weekly × 52, Every 2 Weeks × 26, Twice a Month × 24, Monthly × 12. Do not annualize income to determine eligibility unless more than one income frequency is listed.

Total Income

How often?

Weekly	Every 2 Weeks	2x Month	Monthly	Annual
○	○	○	○	○

Household size

Categorical Eligibility ☐

Eligibility

Free	Reduced	Denied
○	○	○

Determining Official's Signature | Date | Confirming Official's Signature | Date | Verifying Official's Signature | Date

Use of Information Statement

The Richard B. Russell National School Lunch Act requires that we use information from this application to see who qualifies for free or reduced price meals. We can only approve complete forms. We may share your eligibility information with education, health, and nutrition programs to help them deliver program benefits to your household. Inspectors and law enforcement may also use your information to make sure that program rules are met.

Please be sure to provide the last four numbers of the Social Security number of the adult household member who signs the application. If the adult does not have one, 'Check if no Social Security Number.' Applications for a foster child do not need to list a Social Security number. Applications for children in households receiving Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) or Food Distribution Program on Indian Reservations (FDPIR) do not need to list a Social Security number. Some children qualify for free meals without an application. Please contact your school to get free meals for a foster child, and children who are homeless, migrant, or runaway.

The contact information below is solely to file a complaint of discrimination

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: **https://www.usda.gov/sites/default/files/documents/ad-3027.pdf,** from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

*MAIL: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

FAX: (833) 256-1665 or (202) 690-7442; or
EMAIL: program.intake@usda.gov

***Do not mail applications to this address, only complaints of discrimination.**

Return completed form to your child's school.

This institution is an equal opportunity provider.

Prototipo de solicitud para familias de comidas gratis o a precio reducido para el año 2016-2017

Realice la solicitud en línea en www.abcdefgh.edu

Rellene una solicitud por vivienda. Utilice un bolígrafo (no un lápiz).

PASO 1 Enumerar a TODOS los miembros de la vivienda que sean bebés, niños y estudiantes hasta el 12.° grado inclusive (si se requieren más espacios para nombres adicionales, adjunte otra hoja de papel)

Definición de **miembro de la vivienda:** "Cualquier persona que viva con usted y comparta ingresos y gastos, aunque no estén emparentados".

Los niños en **régimen de acogida** y los que encajan en la definición de **personas sin hogar, migrantes** o **fugados** tienen derecho a recibir comidas gratis. Lea **Cómo solicitar comidas escolares gratis o a precio reducido** para obtener más información.

Nombre del niño	Inicial del segundo nombre	Apellido del niño	Grado	¿Estudiante? Sí	¿Estudiante? No	Niño en régimen de acogida	Sin hogar, migrante, fugado
				☐	☐	☐	☐
				☐	☐	☐	☐
				☐	☐	☐	☐
				☐	☐	☐	☐
				☐	☐	☐	☐

Marque todo lo que corresponda

PASO 2 ¿Algún miembro de su vivienda (incluido usted) participa actualmente en uno o más de los siguientes programas de ayuda: ¿SNAP, TANF o FDPIR?

En caso NEGATIVO > Vaya al PASO 3. **En caso AFIRMATIVO >** Escriba aquí un número de expediente y vaya al PASO 4 (No rellene el PASO 3)

Número de expediente:

Escriba solo un número de expediente en este espacio.

PASO 3 Declarar los ingresos de TODOS miembros de la vivienda (Omita este paso si su respuesta es "Sí" en el PASO 2)

¿No está seguro de qué ingresos incluir aquí?

Dele la vuelta a la página y consulte las listas tituladas "Fuentes de ingresos" para obtener más información.

La lista "Fuentes de ingresos de niños" le ayudará en la sección Ingresos del niño.

La lista "Fuentes de ingresos de adultos" le ayudará en la sección Todos los miembros adultos de la vivienda.

A. Ingresos del niño

A veces, los niños de la vivienda tienen ingresos. Incluya los ingresos TOTALES obtenidos por todos los miembros de la vivienda enumerados en el PASO 1 aquí.

Ingresos del niño $ ☐☐☐☐ ¿Con qué frecuencia? Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○

B. Todos los adultos miembros de la vivienda (incluido usted)

Enumere a todos los miembros de la vivienda que no aparezcan en el PASO 1 (incluido usted), aunque no reciban ingresos. Por cada miembro de la vivienda enumerado, si reciben ingresos, declare el ingreso total bruto (antes de impuestos) por cada fuente en dólares en números enteros (sin centavos) solamente. Si no reciben ingresos de ninguna fuente, escriba '0'. Si escribe "0" o deja algún campo en blanco, está certificando (prometiendo) que no hay ingresos que declarar.

Nombres de los miembros adultos de la vivienda (nombre y apellido)	Ingresos profesionales	¿Con qué frecuencia?	Ayuda pública/ manutención infantil / pensión alimenticia	¿Con qué frecuencia?	Pensión/jubilación/ otros	¿Con qué frecuencia?
	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○
	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○
	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○
	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○
	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○	$	Semanales ○ Quincenales ○ Bimensuales ○ Mensuales ○

Total de miembros de la vivienda (Niños y adultos) ☐☐

Últimos cuatro dígitos del número de la Seguridad Social (SSN - Social Security Number) del sustento principal u otro miembro adulto de la vivienda X X X X X ☐☐☐☐

Marque si no tiene SSN ☐

PASO 4 Información de contacto y firma de un adulto

"Certifico (prometo) que toda la información de esta solicitud es veraz y que he declarado todos los ingresos. Entiendo que esta información se da en relación con la recepción de fondos federales, y que las autoridades escolares pueden verificar (comprobar) la información. Soy consciente de que si he dado información falsa con conocimiento de causa, mis niños pueden perder la prestación de alimentación y se me podría procesar con arreglo a las leyes federales y estatales pertinentes".

Dirección (si está disponible) | Apartamento n.° | Ciudad | Estado | Código postal | Teléfono durante el día y correo electrónico (opcional)

Nombre del adulto que firma el formulario | Firma del adulto | Fecha de hoy

INSTRUCCIONES Fuentes de ingresos

Fuente de ingresos de niños

Fuentes de ingreso del niño	Ejemplo(s)
- Ingresos profesionales	- Un niño tiene un trabajo fijo a tiempo completo o parcial en el que gana un sueldo o salario
- Seguridad Social - Pagos por discapacidad - Beneficios al supérstite	- Un niño es ciego o discapacitado y recibe prestaciones de la Seguridad Social - Uno de los padres es discapacitado, está jubilado o ha fallecido, y su niño recibe prestaciones de la Seguridad Social
- Ingresos de una persona ajena a la vivienda	- Un amigo u otro familiar da regularmente dinero al niño
- Ingresos de cualquier otra fuente	- Un niño recibe ingresos regulares de un fondo de pensiones privado, anualidad o fideicomiso

Fuente de ingresos de adultos

Ingresos profesionales	Ayuda pública / pensión alimenticia / manutención infantil	Pensión / jubilación / otros
- Sueldo, salario, bonos en efectivo - Ingresos netos como autónomo (granja o negocio) Si está en el Ejército de Estados Unidos: -Sueldo básico y bonos en efectivo (NO incluya el pago de combate, FSSA o subsidios de vivienda privatizados) - Subsidios por vivienda fuera de la base, alimentación y ropa	- Prestación por desempleo - Indemnización laboral - Ingresos de seguridad suplementarios (SSI - Supplemental Security Income) - Ayuda económica del estado o gobierno local - Pagos de pensión alimenticia - Pagos de manutención infantil - Prestaciones para los veteranos - Prestación por huelga	- Seguridad Social (incluidas las prestaciones de jubilación de empleados ferroviarios y por neumoconiosis) - Pensiones privadas o prestación por discapacidad - Ingresos regulares de fideicomisos o bienes inmuebles - Anualidades - Ingresos de inversión - Intereses ganados - Ingresos de alquiler - Pagos regulares en efectivo ajenos a la vivienda

OPCIONAL Identidad étnica y racial de los niños

Estamos obligados a solicitar información sobre la raza de sus niños y su origen étnico. Esta información es importante y ayuda a garantizar que servimos completamente a nuestra comunidad. Responder a esta sección es opcional y sus niños seguirán teniendo derecho a solicitar comidas escolares gratis o a precio reducido.

Grupo étnico (marque uno): ☐ Hispano o latino ☐ No hispano o latino

Raza (marque una o más): ☐ Indio americano o nativo de Alaska ☐ Asiático ☐ Negro o afroamericano ☐ Nativo de Hawái u otra isla del Pacífico ☐ Blanco

La **ley nacional de comidas escolares Richard B. Russell** requiere esta información en esta solicitud. No está obligado a dar esta información, pero si no lo hace, no podemos autorizar que sus niños reciban comidas gratis o a precio reducido. Debe incluir los últimos cuatro dígitos del número de la Seguridad Social del miembro adulto de la vivienda que firma la solicitud. No son obligatorios los últimos cuatro dígitos del número de la Seguridad Social cuando realiza la solicitud en nombre de un niño en régimen de acogida o si proporciona un número de expediente de Supplemental Nutrition Assistance Program (SNAP - Programa de asistencia de nutrición complementaria), Temporary Assistance for Needy Families (TANF - Asistencia temporal para familias necesitadas) Program or Food Distribution Program on Indian Reservations (FDPIR - Programa de distribución de alimentos en reservas indias) u otro identificador FDPIR de su niño, o cuando indica que el miembro adulto de la vivienda que firma la solicitud no tiene un número de la Seguridad Social. Usaremos su información para determinar si su niño tiene derecho a recibir comidas gratis o a precio reducido, y la administración y ejecución de los programas de comida y desayuno. PODEMOS compartir esta información con los programas de educación, salud y nutrición para ayudarlos a evaluar, financiar o determinar las prestaciones de sus programas, auditores para revisar los programas, y agentes del orden público para ayudarlos a investigar violaciones de las normas del programa.

De acuerdo con la ley federal de derechos civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de EE. UU. (USDA - U.S. Department of Agriculture), el USDA, sus organismos, oficinas y empleados, y las instituciones que participan o administran los programas del USDA tienen prohibido discriminar por motivos de raza, color, origen étnico, sexo, discapacidad, edad o tomar represalias o venganza por actividades anteriores a los derechos civiles en cualquier programa o actividad llevada a cabo o financiado por el USDA.

Las personas con discapacidad que requieran medios alternativos de comunicación para informarse del programa (por ejemplo, braille, letra grande, cinta de audio, lengua americana de signos, etc.) deben ponerse en contacto con el organismo (estatal o local) donde solicitaron sus prestaciones. Las personas sordas o con problemas de audición o deficiencias en el habla pueden ponerse en contacto con el USDA a través del Federal Relay Service (servicio federal de transmisiones) en el (800) 877-8339. Además, puede encontrar información del programa en otros idiomas además del inglés.

Para presentar una queja por discriminación contra el programa, rellene el formulario de quejas por discriminación contra el programa de USDA, (USDA Program Discrimination Complaint Form - AD-3027) disponible en línea en: http://www.ascr.usda.gov/complaint_filing_cust.html, y en cualquier oficina del USDA, o escriba una carta dirigida al USDA con toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al (866) 632-9992. Envíe el formulario rellenado o carta al USDA por:

correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

fax: (202) 690-7442; o

correo electrónico: program.intake@usda.gov.

Esta institución aplica el principio de igualdad de oportunidades.

No rellenar Para uso exclusivo del colegio

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice a Month x 24 Monthly x 12

Total Income

How often? Weekly ○ | Bi-Weekly ○ | 2x Month ○ | Monthly ○

Household size

Categorical Eligibility ☐

Eligibility: Free ○ | Reduced ○ | Denied ○

Determining Official's Signature | Date

Confirming Official's Signature | Date

Verifying Official's Signature | Date

Appendix K

Transportation Safety Plan

Transportation Safety Plan

Because El Camino Real Charter High School ("ECRCHS" or the "Charter School") provides transportation to or from a ECRCHS school activity, the ECRCHS Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for ECRCHS personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each ECRCHS school and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of ECRCHS policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the ECRCHS discipline policy.

Definitions

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a ECRCHS pupil at or below the grade 12 level to or from ECRCHS or to and from ECRCHS activities. "*School bus*" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

- "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between ECRCHS and carrier to transport ECRCHS pupils at or below the grade 12 level to or from a ECRCHS activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Determining Whether a Student Requires an Escort

If the school site or school activity destination is located on the opposite side of the street of the actual bus stop, then ECRCHS and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. ECRCHS requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for All Students to Follow as They Board or Exit a School Bus at ECRCHS or Other School Activity Location

ECRCHS has created the following procedures to govern the safe entry and exit of all students at ECRCHS or other school activity location.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the

students are ready to load, the ECRCHS staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the ECRCHS teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at ECRCHS, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    i. The driver will confer with the ECRCHS teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    ii. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    iii. When the ECRCHS teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either ECRCHS or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from ECRCHS staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

ECRCHS staff members should always be involved and active in the supervision of the loading and unloading of students at ECRCHS and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, ECRCHS staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the ECRCHS teacher/head chaperone for the trip shall ensure they has a copy of the class roster with all student names.
2. Once the bus reaches the destination, a ECRCHS teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A ECRCHS staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on ~~left~~ board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the ECRCHS teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student that the student is present.
5. The ECRCHS teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

ECRCHS shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

ECRCHS shall ensure that all students in kindergarten through grade 12 who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
    h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
    i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
    j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, ECRCHS shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
    a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
    a. Proper fastening and release of the passenger restraint system;
    b. Acceptable placement of passenger restraint systems on students;
    c. Times when the passenger restraint systems should be fastened and released; and
    d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, ECRCHS is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the [Administrative Directors, Jason Camp or Minita Clark that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Administrative Directors, Jason Camp or Minita Clark may consult with legal counsel as needed.
3. The Administrative Directors, Jason Camp or Minita Clark may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the [Administrative Directors, Jason Camp or Minita Clark.

Appendix L

Title IX Policy Prohibiting Harassment on the Basis of Sex

TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of El Camino Real Charter High School ("ECR") to address sex discrimination, including but not limited to sexual harassment, occurring within ECR's education program or activity.

ECR does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[4]

This Policy applies to conduct occurring in ECR's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom ECR does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the ECR Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by ECR.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of ECR conditioning the provision of an aid, benefit, or service of ECR on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to ECR's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through ECR.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

[4] ECR complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in ECR's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that ECR investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in ECR's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to ECR's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or ECR's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of ECR ("Board") has designated the following employee as the Title IX Coordinators

("Coordinator"):

Vania Rodriquez, Director of Human Resources, v.rodriguez@ecrchs.net , (818) 595-7536
Dean Bennett, Administrative Director, d.bennett@ecrchs.net , (818) 595-7506
Emilie Larew, Administrative Director, e.larew@ecrchs.net , (818) 595-8003

The Coordinator is responsible for coordinating ECR's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to ECR, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within ECR's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. ECR will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
ECR acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
ECR prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment
ECR will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

ECR's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in ECR's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. ECR will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair ECR's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

ECR has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with ECR's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

ECR requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by ECR to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

ECR will treat complainants and respondents equitably. ECR presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

ECR may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

ECR allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by ECR, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

ECR will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.[5] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

[5] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Dismissal

ECR must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in ECR's education program or activity; or
- Did not occur against a person in the United States.

ECR may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by ECR;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent ECR from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable ECR policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- ECR's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that ECR prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

ECR may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with ECR's policies.

ECR may remove a respondent from ECR's education program or activity on an emergency basis, in accordance with ECR's policies, provided that ECR undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under ECR's Title IX grievance procedures, ECR may offer an informal resolution process to the parties. ECR will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, ECR will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. ECR has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless ECR obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, ECR will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after ECR sends the investigation report to the parties, the decisionmaker, who will not

be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of ECR's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that ECR provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of ECR's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the ECR Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or ECR's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from ECR or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by ECR.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

ECR will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

~~TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX~~

~~This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of El Camino Real Charter High School ("Charter School") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.~~

~~Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[6] Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.~~

~~This Policy applies to conduct occurring in Charter School's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.~~

~~Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.~~

~~Definitions~~

~~Prohibited Sex Discrimination~~

~~Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.~~

~~Prohibited Sex-Based Harassment~~

~~[6] Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.~~

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Charter School to provide an aid, benefit, or service under Charter School's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Charter School's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
  - The degree to which the conduct affected the complainant's ability to access Charter School's education program or activity;
  - The type, frequency, and duration of the conduct;
  - The parties' ages, roles within Charter School's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
  - The location of the conduct and the context in which the conduct occurred; and
  - Other sex-based harassment in Charter School's education program or activity.

    - Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
    - Dating violence, meaning violence committed by a person:

  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and
    - The frequency of interaction between the persons involved in the relationship.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
  - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
  - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - Shares a child in common with the victim; or
  - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for the person's safety or the safety of others; or
  - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire,

when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to

participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Charter School's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Charter School's education program or activity, including measures that are designed to protect the safety of the parties or Charter School's educational environment; or (2) provide support during Charter School's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Title IX Coordinator ("Coordinator"):

Vania Rodriquez, Director of Human Resources, v.rodriguez@ecrchs.net , (818) 595-7536
Dean Bennett, Administrative Director, d.bennett@ecrchs.net , (818) 595-7506
Emilie Larew, Administrative Director, e.larew@ecrchs.net , (818) 595-8003

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Charter School's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Executive Director, David Hussey, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Charter School has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Charter School allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[7] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

[7] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Dismissal

In most cases, Charter School will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Charter School may dismiss a complaint if:

- Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Charter School's education program or activity and is not employed by Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be

implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Charter School;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's

prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Charter School's determination unsatisfactory, the party may, within five (5) business days of notice of Charter School's determination, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Charter School including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:
  - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
  - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Charter School's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to

provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Charter School will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize ECR to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from ECR.

~~**I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**~~

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by ~~Charter School~~ECR:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Appendix M

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

GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION, AND EXPULSION

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

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

1. Enumerated Offenses

Discretionary Suspension and Expulsion Offenses: Students *may* be suspended and/or recommended for expulsion when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self- defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family. In-school suspension is not an option for students who have participated in such acts.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e) of the. This provision shall apply to pupils in any of grades 4 to 12, inclusive. In-school suspension is not an option for students who have participated in such acts.
s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive. In-school suspension is not an option for students who have participated in such acts.
t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

I. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with

their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

II. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

iii. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1)above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

vi. An act of cyber sexual bullying. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi- nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school- sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Suspension and Expulsion Offenses: Students *must* be suspended and recommended for expulsion when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, etseq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

~~**Discretionary Expellable Offenses:** Students *may* be recommended for expulsion when it is determined the pupil:~~

~~a. Caused, attempted to cause, or threatened to cause physical injury to another person.~~
~~b. Willfully used force or violence upon the person of another, except self- defense.~~
~~c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.~~
~~d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.~~
~~e. Committed or attempted to commit robbery or extortion.~~
~~f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.~~
~~g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.~~
~~h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products by a pupil.~~
~~i. Committed an obscene act or engaged in habitual profanity or vulgarity.~~
~~j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.~~
~~k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.~~
~~l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.~~
~~m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in~~

a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school- sanctioned events.

p. Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic

a. threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section

a. 212.5. For the purposes of this policy, the conduct described in Section

b. 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

II. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

vii. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

viii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
ix. Causing a reasonable student to experience substantial interference with their academic performance.
x. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

III. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
iii. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1)above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
vi. An act of cyber sexual bullying. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi- nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school- sanctioned activities.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion when it is determined pursuant to the procedures below that the pupil:

~~a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.~~

~~b) Brandished a knife at another person.~~
~~c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section11053) of Division 10 of the Health and Safety Code.~~
~~d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.~~

If it is determined, in accordance with the notice and hearing procedure outlined below, that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to the Charter School's campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

IN-SCHOOL SUSPENSION

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

In-School suspension takes place in the Charter School Dean's Office, under the supervision of the deans. The Dean's Office will call the student's parent/guardian to provide notice of the suspension. Students serving In-School suspension are provided the classwork assigned by their teachers to work on during suspension. Students are also assigned an online program called "Ripple Effects," which addresses behavioral challenges

and supports positive outcomes. Students also receive support as needed during time spent in In-School suspension through counselors and/or the PSW.

In-School suspension shall not exceed five (5) consecutive school days per suspension, or twenty (20) total days per school year. For students with special needs, In-School suspension may not exceed ten (10) total days per school year.

In-School suspension is not an option for students who engage in any action that may constitute a danger to others at the Charter School, including, but not limited to:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation school personnel or volunteers and/or a student or group of students;
- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.

OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at Charter School and their removal from the Charter School is necessary. Students who are suspended continue to have access to schoolwork through Canvas, and the Dean's Office will remain in communication with the students and parents/guardians for any schoolwork that may not be available through Canvas.

SUSPENSION PROCEDURES

Suspension shall be initiated according to the procedures described below. At all times, the Charter School will ensure that the process for investigating incidents and collecting evidence will be fair and thorough. The decision to suspend a student will be made by the Dean's Office and/or the Administrative Director of Discipline.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Dean or designee.

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

At the conference, the pupil shall be informed of the reason(s) for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section

47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

Notice to Parents/Guardians
At the time of the suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If the Dean or Administrative Director of Discipline wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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

This determination will be made by the Dean or Administrative Director of Discipline upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's Charter School suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parent/guardian, unless the pupil and the pupil's parent/guardian fail to attend the conference. An extension of suspension shall not exceed the limit of twenty (20) total suspension days per school year; for students with special needs, suspension shall not exceed ten (10) totals days per school year.

Homework Assignments During Suspension: Students who are suspended continue to have access to schoolwork through Canvas, and the Dean's Office will remain in communication with the students and parents/guardians for any schoolwork that may not be available through Canvas. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Appeal: If the parent/guardian wants to appeal the suspension, the parent/guardian submits an appeal to the Administrative Director of Discipline. The appeal shall be in writing and shall be sent (either by mail, email, or in-person) to the Administrative Director of Discipline; the appeal may include any documents or evidence

for consideration and in support of the appeal. The decision of the Administrative Director of Discipline will be final.

EXPULSION PROCEDURES

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel following a hearing before it and preceded by recommendation from the Dean. The Administrative Panel will consist of at least three members who are certificated employees of the Charter School and neither a teacher of the pupil nor a member of the Charter School's Governing Board. ECRCHS' Board will appoint an Administrative Panel. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel a student found to have committed an expellable offense.

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

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Dean or Administrative Director of Discipline determines that the pupil has committed an expellable offense and recommends the student for expulsion.

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in

person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Upon request, the notice shall be provided in any other language spoken by the parent/guardian. Also, the Charter School will furnish reasonable requests for disability-related modifications or accommodation at the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ECRCHS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for
    a. the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter
    a. School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding chairperson of the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the chairperson of the Administrative Panel from exercising their discretion to remove a person from the hearing

whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed- circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided with notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

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

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

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

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within

ten (10) school days following the conclusion of the hearing.

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

Written Notice to Expel

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

- Notice of the specific offense(s) committed by the student
- Notice of the student's or the student's parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
- Notice of any appeal options
- Information about alternative placement options
- Information regarding the expelled student's rehabilitation plan and reinstatement/readmission rights

Right to Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative Panel to expel, file a written appeal with the Charter School's Board, requesting reconsideration of the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.
Upon request, all documents regarding the appeal shall be provided in any other language spoken by the parent/guardian. Also, the Charter School will furnish reasonable requests for disability-related modifications or accommodations at the appeal hearing.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel issues its written notice of the decision to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the decision of the Administrative Panel within the prescribed time may not subsequently appeal the decision of the Administrative Panel.

The Charter School's Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the supporting documents, if desired, from ECRCHS simultaneously with the filing of the notice of appeal.

ECRCHS shall provide the pupil with the supporting documents and records within 10 schooldays following the pupil's written request, unless impracticable.

Closed session
The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or ECRCHS, the Board shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing
The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

Scope of review
The review by the Board shall be limited to the following questions:

- Whether the Administrative Panel acted without or in excess of its jurisdiction.
- Whether there was a fair hearing before the Administrative Panel.
- Whether there was a prejudicial abuse of discretion (i.e., a failure by the Administrative Panel to properly consider relevant facts or information, such as failure to hear the testimony of a pertinent witness) in the hearing.
- Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

The Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

Decision of the Board

The decision of the Board shall be limited as follows:

- If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil be reinstated pending the reconsideration. During the reconsideration process, the student shall remain suspended.
- In all other cases, the Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

Expelled Pupils/Alternative Education
Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ECRCHS will provide the parent with necessary information and a list of placement options and work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Policies and Procedures Regarding Rehabilitation Plan

It shall be the policy of the Charter School that at the time the Administrative Panel issues a decision to expel, it shall prepare a rehabilitation plan that is appropriate for the student based on the circumstances of their expulsion, their record at the Charter School, and areas for behavioral growth. Such a plan shall typically require a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the Charter School campus until such time as that student may be re-enrolled. Depending on the expellable offense, counseling or other behavioral interventions may be recommended. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission. Upon request from a student's parent or guardian, or a pupil who holds their own educational rights, the decision to readmit a student shall be made by the Administrative Panel. The Administrative Panel will determine whether the pupil has successfully completed the rehabilitation plan. The student's readmission is also contingent upon the capacity of the Charter School at the time of the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and

behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
c. If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
d. If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
e. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
f. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
g. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
h. If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
d.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
d. If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right

to stay-put.

e. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix N

Senior Prom Attendance Policy

EL CAMINO REAL CHARTER HIGH SCHOOL

TO: All Seniors (and their guests) **DATE**: August 2022

FROM: ECRCHS Administration

SUBJECT: SENIOR PROM ATTENDANCE POLICY (FOR ALL STUDENTS ATTENDING PROM)

Prom

Students will be informed throughout the year based on disciplinary actions and attendance if they are not allowed to attend prom. We ask students (with support from parents/guardians) to please monitor your behavior and attendance daily. Student attendance can be checked via Aeries and should be cleared at https://attendance.schoolriver.com. Parents, please ensure you are signed up for access and clear absences within five (5) days of returning.

Prom Attendance Policy: Students must be below the Chronic Absenteeism state minimum for the number of days enrolled in school. If a student starts school at the beginning of the year, they can miss no more than eighteen (18) out of one hundred eighty (180) days (whether excused or unexcused) in order to attend prom. If a student starts later in the year, the number of days a student is allowed to miss are fewer and will be calculated based on start date.

a. No refunds for prom.
b. There are no prom appeals.

Students will submit student and guest prom permission slips first before purchasing tickets. Once receiving approval, students will be permitted to purchase a ticket the following week.
All guests attending prom must be 20 years of age or under and are the responsibility of the ECRCHS students with whom they are attending the event.
Students must have served all detentions assigned and paid all fees and fines.
Any student who is subject to significant disciplinary action throughout the 2024-2025 school year, will be ineligible to attend prom.
The Administrative Director has the discretion to deny or approve prom attendance.

Be advised policies are subject to administrative changes.

1. Consequences

Because we are emphasizing the importance of senior attendance, seniors who exceed eighteen (18) unexcused absences (at any given time) are excluded from all Senior Activities as noted on the Senior Activity List.

2. Checkpoints

Each month (beginning in October of each academic year) students (and their parents/guardians) with 5 or more unexcused absences will be notified by the Dean's Office. If applicable, a "Notice of Prom Denial" will be emailed throughout the year (this includes a combination of both excused and unexcused absences).

3. No Standard Appeal Process

The Administrative Director makes decisions based on paperwork that has been on file in a student's records throughout the year.

If there are special circumstances such as medical and/or personal (involving the student only) with appropriate documentation, the Administrative Director will review the documentation and make the best decision (lack of transportation, driving siblings to school, leaving early for work, taking care of sick relatives are not considered for review).

Last-minute documents will not be accepted. Truancies are not excusable under any circumstances.

4. General Reminders

a. Truancies are not appealable under any circumstances.

b. Forgeries of any document may result in disciplinary action and forfeiture of administrative review and/or consideration of extenuating circumstances.

c. To purchase a prom ticket, this form must be signed by the student and a parent/guardian.

For more information about ECRCHS' attendance policy, please request a copy of the complete Attendance Policy from the main office.

Student Name (please print): _____

Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Signature: _____ Date: _____

Appendix O

Immunization Policy

Immunization Policy

El Camino Real Charter High School ("ECRCHS" or the "Charter School") adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to ECRCHS staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide ECRCHS with written verification from a doctor or immunization clinic of the following immunizations:

Child's Grade	Immunization	Dosage
TK/K-12[3]	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7th Grade[4]	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	~~Varicella~~	~~Two (2) Doses~~

[3] **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

[4] **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for the TK/K-12 grade levels (i.e., polio, MMR, ~~chickenpox/varicella~~ and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) ~~and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).~~

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with ECRCHS's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to ECRCHS with the California Department of Public Health ("CDPH"), on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

ECRCHS shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter ECRCHS's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, ECRCHS will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten
(10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by ECRCHS. If the student does not provide documentation of having received all required immunizations within the time period designated by ECRCHS, ECRCHS shall exclude this student from attendance. The student shall remain excluded from Charter School until the student provides proper documentation of the student's compliance with the immunization requirements as required by law.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at Charter School to any student whose parent/guardian has consented in writing.

Conditional Admission

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted a valid exemption. If a student conditionally admitted fails to fulfill the conditions of admission, ECRCHS will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Executive Director or designee shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by

the CDPH.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.

- Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that ECRCHS shall accept.
- On and after July 1, 2021, ECRCHS shall not unconditionally admit or readmit, or admit or advance any student, unless the student has been fully immunized or files a CDPH standardized medical exemption form as required by law.
- Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.

2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.

- A student who has not received all the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the ECRCHS, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span, as defined below, pursuant to Health and Safety Code Section 120335(g).

"Grade span" means each of the following:

1. Birth to Preschool.
2. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
3. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code Section 120335(b) and the child's documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from ECRCHS until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Appendix P

Administration of Medication Policy

Administration of Medication Policy

El Camino Real Charter High School ("ECRCHS" or the "Charter School") staff is responsible for overseeing the administration of medication to students attending ECRCHS during the regular school day. ECRCHS shall follow the practices delineated in this policy to ensure the safety of its students and the legal protection of its employees.

Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.

- *"Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.

- "*Designated personnel*" *or "volunteer"* means an individual employed by the Charter School who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the "designated personnel" or "volunteer" must have been designated by Charter School and have received the required training as set forth in this policy.

- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.

- *"Stock albuterol inhaler"* means albuterol medication in the form of a metered-dose inhaler (MDI) that is ordered by a health care provider and is not prescribed for a specific person and also includes, if necessary, a single-use disposable holding chamber.

- "*Respiratory distress*" means the sudden appearance of signs and symptoms of difficulty breathing. Signs and symptoms of respiratory distress may include one or more of the following: complaints of a tight chest or chest pain; wheezing or noisy breathing; persistent coughing; difficulty breathing; appears to be in distress; lips or fingernails turning blue; and shortness of breath.

- *"Epinephrine auto-injector ("Epi-Pen")* means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.

- *"Anaphylaxis"* means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, insect stings, food allergy, drug reaction, and exercise.

- "*Opioid antagonist*" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

For a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that ECRCHS assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day.

Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, dosage/amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the EpiPen or inhaled asthma medication; and

2. A written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing release for the school nurse or other designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing ECRCHS and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering

medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

ECRCHS may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A pupil may be subject to disciplinary action if that pupil uses this prescription medication in a manner other than as prescribed.

Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the pupil's medical professional.

Staff Training and Emergency Response

Additional information about staff training and the Charter School's response to emergencies can be located within the Comprehensive School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or designated personnel may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) and stored in an accessible location to meet the needs of its students. ECRCHS will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any designated personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through public posting at the location of the Epi-Pens.

ECRCHS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus.

B. Response to Respiratory Distress

ECRCHS may provide emergency stock albuterol inhalers (asthma inhaler), including, if necessary, single-use disposable holding chambers, to school nurses or volunteers to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress.

Training in the administration of emergency stock albuterol inhalers shall be consistent with the most

recent guidelines for medication administration issued by the California Department of Education ("CDE"), and shall include all the following:

1. Techniques for recognizing symptoms of respiratory distress.
2. Standards and procedures for the storage, restocking, and emergency use of stock albuterol inhalers.
3. Emergency follow up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training, which ECRCHS shall retain for reference.

ECRCHS shall distribute a notice at least once per school year to all staff that contains the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to administer a stock albuterol inhaler to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress and

2. A description of the training that the volunteer will receive.

The school nurse, or the ECRCHS Executive Director or designee, shall obtain from an authorizing physician and surgeon a prescription for stock albuterol inhalers, and shall be responsible for stocking the stock albuterol inhalers and restocking it if it is used.

The school nurse or volunteer may administer a stock albuterol inhaler to a person exhibiting potentially life-threatening symptoms of respiratory distress at school or a school activity when a physician is not immediately available. If the stock albuterol inhaler is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Stock albuterol inhalers shall be restocked before their expiration date.

The school nurse or volunteer shall initiate emergency medical services or other appropriate medical follow-up in accordance with the training materials retained.

C. Response to a Diabetic or Hypoglycemic Emergency

ECRCHS provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.
Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone

number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

D. Response to an Opioid Overdose

ECRCHS provides ECRCHS personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. ECRCHS will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

1. Techniques for recognizing symptoms of an opioid overdose.
2. Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or ECRCHS administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training.

The Executive Director shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

E. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, ECRCHS may designate one or more volunteers to receive training to administer the anti-seizure medication. ECRCHS may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if ECRCHS does not have a credentialed nurse or other licensed nurse on site. ECRCHS's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student.

A ECRCHS employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, ECRCHS shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. ECRCHS shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if ECRCHS does not have any volunteers, then ECRCHS shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, ECRCHS shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;

2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;

3. The circumstances under which the medication may be administered;

4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;

5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and

6. How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any ECRCHS personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the CDE, and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;

2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and

3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by ECRCHS. ECRCHS shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by ECRCHS for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, ~~[SCHOOL ABBREVIATION]~~ECRCHS shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
2. A description of the training that the volunteer will receive;
3. The right of an employee to rescind their offer to volunteer; and
4. A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, ECRCHS's nurse shall be notified. If ECRCHS does not employ a nurse, ECRCHS's Executive Director or designee shall be notified.

Storage and Record Keeping

All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

Designated staff shall keep records of medication administered at Charter School The medication log may include the following:

a. Student's name.
b. Name of medication the student is required to take.
c. Dose of medication.
d. Method by which the student is required to take the medication.
e. Time the medication is to be taken during the regular school day.
f. Date(s) on which the student is required to take the medication.
g. Authorized health care provider's name and contact information.
h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

For information on how medications should be disposed, please refer to:
https://www.cde.ca.gov/ls/he/hn/documents/medadvisory.pdf

Appendix Q

Comprehensive Sexual Health Education Policy

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

ECRCHS is required to:

1. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. Provide students with the knowledge and skills they need to develop healthy attitudes about adolescent growth and development, body image, gender, sexual orientation, dating, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development
4. To ensure pupils have integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

ECRHCS encourages students to communicate with their parents or guardians about human sexuality and sexually transmitted infections/diseases and respects the rights of parents or guardians to supervise their children's education on these subjects.

Furthermore, we have established procedures that make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. In this regard, we honor the principle that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

Parent permission is not required for participation in comprehensive sexual health education and HIV prevention education. A parent or guardian of a student has the right to excuse the student from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or, for a student who enrolls later, at the time of enrollment, teachers notify parents or guardians about instruction in sexual health education and HIV/AIDS prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians will advise parents/guardians of the following information:
    a. That the written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
    b. That ECRHCS may teach comprehensive sexual health education and HIV/AIDS prevention education using school personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that ECRHCS may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of
    c. the date of the instruction;
    d. the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of Education Code sections 51938, 51933 and 51934. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly

used method of notification, no fewer than 14 days before the instruction is delivered.

e. That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act and/or a copy of this Policy.

f. That the parent or guardian may request in writing that the parent's or guardian's child not receive comprehensive sexual health education or HIV/AIDS prevention education.

2. Schools must continue to meet the requirements of Education Code Section 51513 which states that no test, questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. ECRCHS may, according to the California Healthy Youth Act, administer in Grades 9-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that their child not participate. ECRCHS shall not require active parental consent ("opt-in") for these tests, questionnaires or surveys.

A student must not attend any class in comprehensive sexual health education or HIV/AIDS prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

<u>Authorized Comprehensive Sexual Health Education</u>

1. ECRCHS will provide comprehensive sexual health education - which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases - at least once during grades 9 -12, inclusive.
2. ECRCHS may use trained Charter School personnel or outside consultants who know the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, HIV and other sexually transmitted diseases. The instruction must meet the following requirements:

a. The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
b. All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
c. Instruction and materials must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
d. Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
e. Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
f. Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220.
g. Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
h. Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
i. Instruction and materials must encourage students to talk with their parents or guardians about human sexuality and provide the knowledge and skills necessary to do so.
j. Instruction and materials must teach the value of and prepare pupils to have and maintain committed relationships such as marriage.
k. Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
l. Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
m. Instruction and materials may not teach or promote religious doctrine.
n. Instruction and materials must teach that not engaging in sexual activity or using injectable drugs is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse is the only certain way to prevent unintended pregnancy. The instruction shall provide information that delaying sexual activity has other personal and social benefits, as well. Also, instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
o. Instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods of reducing the risk of contracting sexually transmitted diseases, including use of antiretroviral medication, and information on local sources for testing and medical care for sexually transmitted diseases.
p. Instruction and materials must provide information about the effectiveness and safety of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes.
q. Instruction and materials must provide students with the knowledge and skills for making and carrying out responsible decisions about sexuality.
r. Instruction and materials must provide students with information on the fact that a parent or other

person who surrenders physical custody of a baby 72 hours or younger at a lawfully identified hospital or “safe- surrender site” will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.

s. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking.

t. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

ACQUIRED IMMUNE DEFICIENCY SYNDROME (“AIDS”) EDUCATION

ECRCHS is required to instruct students in grades 9 to12 in AIDS prevention at least once in high school, unless the parent or guardian requests that the pupil not attend such instruction. AIDS education may be covered in health, home economics, science, and social science courses. The teacher of each course must notify parents or guardians that students will receive such instruction in his or her class.

HIV/AIDS prevention education must accurately reflect the latest information and recommendations from the Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences, and must include the following:

- Information on the nature of HIV/AIDS, and other sexually transmitted infections, and their effect on the human body.
- Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted and on activities that present the highest risk of infection.
- Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- Discussion of methods to prevent or reduce the risk of contracting HIV and other sexually transmitted infections and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and on methods that may reduce the risk of HIV transmission from intravenous drug use.
- Discussion of the public health issues associated with HIV/AIDS.
- Information on how to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
- Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV- positive is to get tested.

PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM

HIV/AIDS and sexually transmitted diseases are an ongoing concern in our community. Public health statistics and reports indicate that increasing numbers of young people in their early teens are becoming involved in behavior that puts them at risk for infection. While ECRCHS does offer education which emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide some protection against sexual transmission of the HIV/AIDS virus.

ECRCHS has elected to follow LAUSD policy to make condoms available for students unless their parents contact the school nurse in writing denying permission. In making condoms available, ECRCHS assumes no liability. Parent/guardians who do not wish their son/daughter/student to be able to obtain condoms through the Charter School's Condom Availability Program, can make their preference known on the HIV/AIDS Prevention Parent/Guardian Consent Form which is distributed at the time of enrollment, or at any time by submitting a written letter to the school nurse.

Appendix R

Approved Pesticide Product List

Los Angeles Unified School District
Approved Pesticide Product List 2024-2025

The Los Angeles Unified School District is committed to the Precautionary Principle and Right to Know. All of the products listed below have been approved by LAUSD for use at District sites. However, this list does not indicate that all approved products listed below are used. In fact, some of these products are used rarely, if ever.

Some of the listed products require Pest Supervisor approval and/or direct supervision during application, and are used only when health or safety concerns are present as outlined within The IPM Policy. These products are listed at the bottom of this list, and restrictions are also indicated in the "comments" column.

PESTICIDE NAME	(1) ACTIVE INGREDIENT	PHYSICAL FORM	APPLICATION METHOD	TARGET PEST	USEPA TOXICITY CATEGORY	(2) LABEL DESIGNATION	COMMENTS	EPA REG. NO. or CA. REG. NO.
Advance Granular Carpenter Ant Bait (by BASF)	abamectin B1 0.011%	Granule	Indoor cracks, crevices and voids Outdoors per the label.	Ants	3	Caution	**Bait attractant Applicator refer to product label for appropriate PPE**	499-370
Alpine Cockroach Gel Bait Rotation 1 Reservoir (by BASF)	Dinotefuran 0.05%	Gel	Indoor cracks, crevices and voids.	Cockroaches	3	Caution	**Bait attractant Applicator refer to product label for appropriate PPE**	499-507
Avert DF Dry Flowable Cockroach Bait (by BASF)	abamectin B1 0.05%	Dust	Crack & crevice bait dust	Cockroaches	3	Caution	**Bait attractant Applicator refer to product label for appropriate PPE**	499-294
Bora-Care Termiticide, Insecticide and Fungicide Concentrate (by Nisus)	disodium octaborate tetrahydrate 40%	Liquid suspension	Spray used for wood boring insects	Termites	3	Caution	**Applicator refer to product label for appropriate PPE**	64405-1
M-Pede Insecticide-Miticide-Fungcide (by Gowan)	potassium salts of fatty acids 49%	Liquid	Direct spray to pest	Thrip, White Fly, and as indicated per label	2	Warning	**Applicator refer to product label for appropriate PPE**	10163-324
Niban Granular Bait (by Nisus)	Orthoboric Acid-5%	Granules and Fine Granules	Interior and exterior bait	Various insects	3	Caution	**Applicator refer to product label for appropriate PPE**	64405-2
NiBor-D (by Nisus)	Disodium Octaborate Tetrahydrate-98%	Dust	Applied wet or dry	Various insects	3	Caution	**Applicator refer to product label for appropriate PPE**	64405-8
ProFoam Platinum (by Nisus)	Sodium Decyl Sulfate, Sodium Lauroampho Acetate, Sodium Lauryl Sulfate 60%	Foam	Foaming agent; non pesticide	Various uses	3	Warning	**Applicator refer to product label for appropriate PPE**	Ca. Reg. 1051148-50001-AA
Recruit IV Termite Bait (by Dow AgroSciences)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	**Applicator refer to product label for appropriate PPE**	62719-453
Summit B.T.I. Briquets/Mosquito Dunks (by Summit)	Bacillus thuringiensis subspecies israelensis solids, spores and insecticidal toxins-10%	Solid briquet	Floating larvicide	Mosquito larvicide	3	Caution	**Applicator refer to product label for appropriate PPE**	6218-47
Tim-Bor Professional (by Nisus)	disodium octaborate tetrahydrate 98%	Powder	Applied wet or dry	Wood destroying organisms and fungus	3	Caution	**Applicator refer to product label for appropriate PPE**	64405-8
EcoVia EC Emulsifiable Concentrate (by Rockwell Labs Ltd)	Thyme Oil- 20% 2- Phenephyl Proprionate- 14% Rosemary Oil- 8%	Liquid	Spray	As indicted per label	3	Caution	**Applicator refer to product label for appropriate PPE**	Exempt- FIFRA 25 (b)
EcoVia WD Wettable Dust (by Rockwell Labs Ltd)	Thyme Oil- 10% 2- Phenephyl Proprionate- 7%	Dust	Use according to label	As indicted per label	3	Caution	**Applicator refer to product label for appropriate PPE**	Exempt- FIFRA 25 (b)
Catchmaster Final Feed Mosquito Bait (by AP&G Co., Inc.)	Garlic Oil 0.4%	Liquid	Use According to label	Mosquito Bait. Non Pesticide	3	Caution	**Applicator refer to product label for appropiate PPE**	Exempt- FIFRA 25 (b)

Los Angeles Unified School District
Approved Pesticide Product List 2024-2025

The following products are to be used according to the specific instructions as indicated, per product. These products are not routinely used. Pest supervisor or other approvals as indicated are necessary prior to use.								
PT 565 Plus XLO Formula 2 Contact Insecticide (by BASF)	pyrethrins-0.5% piperonyl butoxide -1% n-octyl bicycloheptene dicarboximide 1%	Aerosol	Use according to label.	Fleas, gnats, mosquitos, bees, bird mites	3	Caution	Restrict re-entry to occupied areas for 24 hours after application. Follow food handling precautions when using this product. **Applicator refer to product label for appropriate PPE**	499-290
Rozol Pocket Gopher Bait (by Liphatech)	Chlorphacinone.....0.005 %	Grain bait	Place in gopher burrows only	Gophers	3	Caution	Application to fields and landscape areas when students are not in immediate area. **Applicator refer to product label for appropriate PPE**	7173-184
Suspend SC Insecticide (By Bayer)	deltamethrin 4.75%	Liquid	Spray	Ants, Fire Ants, Fleas, Ticks, Cockroaches, & Spiders	3	Caution	Use for exterior only on fleas, ticks, and fire ants, and large roaches in ground boxes. Restrict re-entry of area for 24 hours after application. **Applicator refer to product label for appropriate PPE**	432-763
Terad3 Blox (by Bell Laboratories, Inc.)	Cholecaciferol [9,10-secocholesta-5,7,10(19)-trien-3-ol] 0.075%	Solid Bait Block	Use According to Label	Rodents	3	Caution	Obtain Supervisor approval prior to each use.To be used in tamper proof bait stations. **Applicator refer to product label for appropriate PPE.**	12455-106
Zoecon Altosid Briquets (by Wellmark International)	S-Methoprene- 8.62%	Briquet	Floating larvicide	Mosquito larvicide	3	Caution	This product is not to be used in flowing water in areas such as storm drains and catch basins and any other areas where it is reasonable to assume that there will be flowing water. **Applicator refer to product label for appropriate PPE**	2724-375
RatX Bait Discs (By EcoClear Products)	Corn Gluten Meal- 42%, Sodium Chloride-3%, Citric Acid-2%, Putrescent Whole Egg Solids-1.5%, Soybean Oil-1%	Discs	Use according to label	Rodents	3	Caution	Obtain Supervisor approval prior to each use. To be used in tamper proof bait stations. **Applicator refer to product label for appropriate PPE.**	Exempt- FIFRA 25 (b)

Appendix S

Parental Involvement Policy

School Parental Involvement Policy

The Parent Involvement Policy was developed jointly and approved by parents, teachers and administrators and distributed to all parents of participating students, teachers and to our community. This policy is updated annually through the School Site Council (“SSC”) with parental, teacher and administrative collaboration.

A. El Camino Real Charter High School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, El Camino Real Charter High School (“ECRCHS” or the “Charter School”) has established the following practices:

1. ECRCHS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.

2. ECRCHS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

3. ECRCHS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.

4. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School. This Includes revisiting the plan at least annually with a focus on how the measures taken affected achievement data.

5. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

6. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.

7. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.

8. ECRCHS uses the findings of the annual evaluation to design evidence- based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

9. ECRCHS involves parents in the activities of the Charter School to adequately represent the needs of the population.

10. ECRCHS engages parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society.

11. ECRCHS informs parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

12. Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities.

B. Policy Involvement

To involve parents in the Title I program at ECRCHS the following practices have been established:

1. Annual Meetings: Convene annual Title I meetings to inform parents of the program. Inform parents of all meetings for the School Site Council and English Learner Advisory Committee. Encourage and invite all parents to attend.

2. Flexible Meetings: Meetings shall be offered at convenient dates and times and child care will be provided to facilitate attendance by parents. Ensure that all information related to school and parent programs, meetings and other activities is distributed to parents in a format and in a language the parents can understand.

3. Planning/Review of Programs: Parents will be informed of their school's participation in Title I, the Requirements of Title I, and the Rights of Parents to be involved. Parents will be involved in planning, reviewing and improving the Parent Involvement Policy and Parent-School Compact.

4. Timely Information - ECRCHS will:
a. Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet and all standardized test results.
b. If requested by parents, provide opportunities for regular meetings where parents may offer suggestions and ask questions regarding Title I policies and programs.

5. Suggestions: If the Title I plan is not satisfactory to the parents, submit any parent comments on the school's plan when it is submitted and provide a timely response to parents' suggestions and questions.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If ECRCHS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

C. School-Parent Compact: Shared Responsibilities for High Student Academic Achievement

ECRCHS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following items:

1. ECRCHS and parents will build and develop a partnership to promote and sustain student academic achievement.

2. With regard to the school's responsibility to provide high quality curriculum and instruction, the school will:
    a. Employ a wealth of rich, research-based teaching strategies to deliver a challenging, standards- based curriculum, combining A-G academic requirements.

3. With regard to the school's responsibilities to provide a supportive and effective learning environment including communications with parents, the school will:

    a. Teach grade level skills and concepts satisfying A-G requirements.
    b. Provide high quality curriculum and instruction utilizing research-based teaching strategies to deliver a challenging, standards-based curriculum[5]
    c. Strive to address the individual needs of students.
    d. Communicate clear standards-based criteria for proficiency to parents through initial letters home, ongoing written and verbal parent communications, periodic teacher conferences throughout the academic year and progress reports and report cards.
    e. Continue to communicate to parents in through Aeries regarding their student's attendance, tardies, and missing homework and class work.
    f. Continue to communicate to students and parents about the availability and the importance of participation in the intervention plan for struggling students and monitor student participation and progress.
    g. Provide a safe, positive and healthy learning environment for all students.

4. With regard to the shared responsibilities of parents to support academic achievement at home, the parent will, to the best of the parent's ability:
    a. Motivate and encourage students to complete homework.
    b. Motivate and encourage students to engage in reading activities for at least 20 – 30 minutes every day.
    c. Review all school communications, respond if needed by telephone, e-mail, in writing, or in person and promptly return all necessary documents.
    d. Attend Back-to-School events and other school events.

5 For a copy of the ECRCHS prospectus of curriculum, please contact our main office or Executive Director.

.

5. With regard to the parent's responsibility to monitor the student's homework, the parent shall:
    a. Review the student's agenda, website for teachers posting assignments, or communicating with the teacher. All freshman students are provided with agendas, to record homework and school-to- home communications.
    b. Review all school communications.

6. With regard to the shared student responsibilities in their own academic success, the student shall:
    a. Attend class on time every day
    b. Inform parent or guardian assignments and homework
    c. Return completed homework on time
    d. Return all signed school documents including progress reports
    e. Be responsible for own behavior
    f. Be a cooperative learner
    g. Ask for help when needed

7. Parents are encouraged to participate in the various educational programs by personal observations at school and through our highly organized communication program. Some of the ways in which our school communicates with parents include:
    a. A phone message detailing events at our school.
    b. Mandated information literature mailed home, through our web page and phone message system will be utilized more frequently.
    c. Faculty/Staff voice mail to insure communication between parents and staff.
    d. ECRCHS's website offers a wealth of features, including access to grades, teacher created websites, and updated school information.

8. In regard to frequent reports to parents on their child's progress, the school will:
    a. Make student data available from CELDT, along with state summative data.
    b. Encourage parents to access the Internet to see if their child is in school and in class via Aeries, a web-based program.

9. ECRCHS enables reasonable access to staff by transferring parent calls to faculty voice mail, scheduling parent-teacher conferences during conference periods, scheduling observation visits, hosting Back-to-School Night, and other school events.

D. Building Capacity for Involvement

ECRCHS engages parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, ECRCHS has established the following practices:

1. Data Assistance: Data is shared at parent meetings and parents are instructed in the understanding and use of test scores, state academic standards, and/or state/local assessments to determine needs and encourage participation in intervention programs. Parents are trained on tracking their child's progress and interpreting their own student's achievement test scores in their own language.

2. Materials and Training: ECRCHS is dedicated to providing parent training opportunities for all families. These training opportunities are all designed to provide parents with the needed information to enhance student performance. Activities available to parents include:

3. Informational meetings sponsored by our Bilingual, Title I, and School Site Councils.
4. When the school budget permits, Parent Literacy classes conducted at EL Camino Real Charter High School. The eight-week program provides our parents with workshops, which focus on school and family related topics.
5. The SSC and ELAC as well as other committees provide parent workshops regarding graduation requirements, post-secondary options, college requirements (courses, GPA, tests), financial aid opportunities, and parent roles in increasing student college attendance.
6. Communication: To ensure the effective involvement of parents, our El Camino staff is educated regularly on communicating and working with parents as equal partners and the importance of parent involvement via department meetings, professional development, ELAC and School Site Council meetings. In the course of these meetings, components of the ECRCHS Parent Involvement Policy are constantly monitored and evaluated. Parents are encouraged to evaluate all segments of our program. Policy changes are then communicated to all stakeholder groups by the school administration.
7. Program Coordination: With regard to the coordination of parent involvement activities:
8. Twice a year, ECRCHS hosts a 4.0 Honor Roll Brunch and posts the Principal's Honor Roll of 3.5 and above in the main hallway bookcase.
9. During certain field trip excursions, parents are invited so that they may better understand the teacher's curriculum set for the class and to provide staff support.
10. Information Distribution: ECRCHS distributes information related to Charter School and parent programs, meetings, and other activities to parents in a format and language that the parents can understand.
11. ECRCHS ensures that meetings are interpreted, to the best of the school's ability.
12. Parental Involvement: ECRCHS provides support for parental involvement activities requested by Parents. Parents may submit requests for parental involvement activities to the Executive Director for consideration and review.

E. Accessibility

1. ECRCHS makes every attempt to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

2. Due to limited parts of the campus being accessible by wheelchair and/or elevator, parent and/or community conferences will be located in areas that are fully accessible.

3. We will partner with the Migrant Education Program to ensure all families are receiving assistance and accommodations as necessary.

Appendix T

Uniform Complaint Policy and Procedures

UNIFORM COMPLAINT POLICY AND PROCEDURES

El Camino Real Charter High School ("ECRCHS" or the "Charter School") and any charter schools operated thereunder comply with applicable federal and state laws and regulations. ECRCHS acts as the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, people responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECRCHS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodation for Pregnant, Parenting or Lactating Students
    - Adult Education Programs
    - Consolidated Categorical Aid Programs
    - Migrant Education Programs
    - Career Technical and Technical Education Training Programs
    - Child Care and Development Programs
    - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public School, Migratory Children and Children of Military Families
    - Every Student Succeeds Act
    - Regional Occupational Centers and Programs and/or
    - School Safety Plans

3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

I. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
II. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
III. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If ECRCHS finds merit in a pupil fees complaint or the California Department of Education ("CDE") finds merit in an appeal, ECRCHS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by ECRCHS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or ECRCHS and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

f. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code Sections 47606.5 and 47607.3, as applicable. If ECRCHS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code Sections 64000, 64001, 65000 and 65001 shall also fall under this Policy.

g. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

h. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153

ECRCHS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible and as permitted by law] the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. ECRCHS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, ECRCHS will attempt to do so as appropriate. ECRCHS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Administrative Director on a case-by-case basis.

ECRCHS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. ECRCHS shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the following to receive and investigate complaints and to ensure ECRCHS's compliance with law:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

The Compliance Officer ("CO") or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CO. Should a complaint be filed against the CO, the compliance officer for that case shall be the Executive Director.

Notifications

The CO shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on ECRCHS's website.

The CO shall annually provide written notification of ECRCHS's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in ECRCHS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that ECRCHS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that ECRCHS is operating pursuant to Title 22 licensing requirements.

3. A statement that ECRCHS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal ECRCHS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of ECRCHS's decision, except if ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals ECRCHS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if ECRCHS finds merit in a UCP complaint, or the CDE finds merit in an appeal, ECRCHS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.

11. A statement that copies of ECRCHS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that ECRCHS has violated federal or state laws or regulations enumerated in the section "Scope," above. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that they personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CO or designee shall be made in writing.

The period for filing may be extended by the CO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six- month time period. The CO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by ECRCHS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.
Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECRCHS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend ECRCHS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five

(5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide ECRCHS's investigator with documents or other evidence related to the allegations in the complaint, or the complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

ECRCHS's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

ECRCHS shall issue an investigation report (the "Decision") based on the evidence. ECRCHS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of ECRCHS's receipt unless the timeframe is extended with the written agreement of the complainant. ECRCHS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether ECRCHS is in compliance with the relevant law.
3. Corrective actions, if ECRCHS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal ECRCHS's Decision within thirty (30) calendar days to the CDE, except when ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.
5. Procedures to be followed to initiate such an appeal.

If an employee is disciplined because of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of ECRCHS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of ECRCHS's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:

1. ECRCHS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, ECRCHS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in ECRCHS's Decision are not supported by substantial evidence.
4. The legal conclusion in ECRCHS's Decision is inconsistent with the law.
5. In a case in which ECRCHS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed ECRCHS's Decision, the CO shall forward the following documents to the CDE within ten (10) calendar days of the date of the notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the ECRCHS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to ECRCHS for resolution as a new complaint. If the CDE notifies ECRCHS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, ECRCHS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by ECRCHS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which, through no fault of the complainant, ECRCHS has not taken action within sixty (60) calendar days of the date the complaint was filed with the ECRCHS.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by ECRCHS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of ECRCHS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law

remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECRCHS has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint.

~~El Camino Real Charter High School ("ECRCHS" or the "Charter School") and any charter schools operated thereunder comply with applicable federal and state laws and regulations. ECRCHS acts as the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.~~

~~Scope~~

~~This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:~~

~~(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECRCHS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).~~

~~(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:~~

- ~~Accommodations for Pregnant, Parenting or Lactating Students~~
- ~~Adult Education Programs~~
- ~~Consolidated Categorical Aid Programs~~
- ~~Migrant Education Programs~~
- ~~Career Technical and Technical Education Training Programs~~
- ~~Child Care and Development Programs~~
- ~~Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public School, Migratory Children and Children of Military Families~~

- ~~Every Student Succeeds Act~~
- ~~Regional Occupational Centers and Programs and/or~~
- ~~School Safety Plans~~

~~(3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.~~

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If ECRCHS finds merit in a pupil fees complaint or the California Department of Education ("CDE") finds merit in an appeal, ECRCHS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by ECRCHS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or ECRCHS and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code Sections 47606.5 and 47607.3, as applicable. If ECRCHS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code Sections 64000, 64001, 65000 and 65001 shall also fall under this Policy.

(5) Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

(6) Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153

ECRCHS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the

greatest extent reasonably possible and as permitted by law] the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. ECRCHS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, ECRCHS will attempt to do so as appropriate. ECRCHS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Administrative Director on a case-by-case basis.

ECRCHS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. ECRCHS shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the following to receive and investigate complaints and to ensure ECRCHS's compliance with law:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

The Compliance Officer ("CO") or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CO.

Should a complaint be filed against the CO, the compliance officer for that case shall be the Chair of the El Camino Real Alliance Board of Directors.

Notifications

The CO shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on ECRCHS's website.

The CO shall annually provide written notification of ECRCHS's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in ECRCHS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

(a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

(b) A statement clearly identifying any California State preschool programs that ECRCHS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that ECRCHS is operating pursuant to Title 22 licensing requirements.

(c) A statement that ECRCHS is primarily responsible for compliance with federal and state laws and regulations.

(d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(e) A statement identifying the title of the compliance officer and the identity(ies) of the person(s) currently occupying that position, if known.

(f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within

sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

(g) A statement that the complainant has a right to appeal ECRCHS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of ECRCHS's decision, except if ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.

(h) A statement that a complainant who appeals ECRCHS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

(i) A statement that if ECRCHS finds merit in a UCP complaint, or the CDE finds merit in an appeal, ECRCHS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

(j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.

(k) A statement that copies of ECRCHS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that ECRCHS has violated federal or state laws or regulations enumerated in the section "Scope," above. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that they personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CO or designee shall be made in writing. The period for filing may be extended by the CO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six- month time period. The CO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by ECRCHS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECRCHS staff shall assist the complainant in the filing of the complaint.

- Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend ECRCHS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

~~The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.~~

~~The complainant and/or his/her representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.~~

~~A complainant's refusal to provide ECRCHS's investigator with documents or other evidence related to the allegations in the complaint, or the complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.~~

~~ECRCHS's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.~~

~~• Step 4: Final Written Decision~~
~~ECRCHS shall issue an investigation report (the "Decision") based on the evidence. ECRCHS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of ECRCHS's receipt unless the timeframe is extended with the written agreement of the complainant. ECRCHS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.~~

~~The decision shall include:~~

~~1. The findings of fact based on evidence gathered.~~

~~2. The conclusion providing a clear determination for each allegation as to whether ECRCHS is in compliance with the relevant law.~~

~~3. Corrective actions, if ECRCHS finds merit in the complaint and any are warranted or required by law.~~

~~4. Notice of the complainant's right to appeal ECRCHS's Decision within thirty (30) calendar days to the CDE, except when ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.~~

~~5. Procedures to be followed for initiating such an appeal.~~

~~If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of ECRCHS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.~~

~~Appeals to the CDE~~

~~If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of ECRCHS's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:~~

1. ECRCHS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, ECRCHS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in ECRCHS's Decision are not supported by substantial evidence.
4. The legal conclusion in ECRCHS's Decision is inconsistent with the law.
5. In a case in which ECRCHS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed ECRCHS's Decision, the CO shall forward the following documents to the CDE within ten (10) calendar days of the date of the notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the ECRCHS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to ECRCHS for resolution as a new complaint. If the CDE notifies ECRCHS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, ECRCHS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by ECRCHS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which, through no fault of the complainant, ECRCHS has not taken action within sixty (60) calendar days of the date the complaint was filed with the ECRCHS.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by ECRCHS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

~~Civil Law Remedies~~

~~A complainant may pursue available civil law remedies outside of ECRCHS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECRCHS has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint.~~

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____ Student Name (if applicable): _____ Grade: _ Date of Birth: _____ Street Address/Apt. #: _____ City: _____ _____ State: _____ Zip Code: _____ Home Phone: _____ Cell Phone: _____ Work Phone: _____ School/Office of Alleged Violation:

_____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education Programs
- ☐ Every Student Succeeds Act
- ☐ School Plans for School Achievement
- ☐ Career Technical and Technical Education and Training
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ School Safety Plan
- ☐ State Preschool Programs
- ☐ Child Care and Development Programs
- ☐ Migrant Child Education Programs
- ☐ Pupil Fees
- ☐ Consolidated Categorical Aid Programs
- ☐ Regional Occupational Centers and Programs
- ☐ Pregnant, Parenting, or Lactating Students
- ☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Nationality/National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

Appendix U

Educational Records and Student Information Policy

EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Board of Directors of El Camino Real Charter High School ("ECRCHS" or the "Charter School") has adopted this Educational Records and Student Information Policy to apply to all educational records and student information maintained by ECRCHS.

I. DEFINITIONS

1. *Education Record*: an education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by ECRCHS or by a party acting for ECRCHS. Such information includes, but is not limited to:

(a) Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
(b) Grades, test scores, courses taken, academic specializations and school activities;
(c) Special education records;
(d) Disciplinary records;
(e) Medical and health records;
(f) Attendance records and records of past schools attended; and/or
(g) Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

(a) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
(b) Records maintained by a law enforcement unit that supports ECRCHS and that were created by that law enforcement unit for the purpose of law enforcement;
(c) In the case of a person employed by ECRCHS but who is not in attendance at ECRCHS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for any other purpose;
(d) Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at ECRCHS; or
(e) Records that only contain information about an individual after the individual is no longer a student at ECRCHS; or.
(f) Grades on peer-graded papers before they are collected and recorded by a teacher.

2. *Personally Identifiable Information* ("PII"): PII is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of the Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and

mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who ECRCHS reasonably believes knows the identity of the student to whom the education record relates.

3. *Directory Information*: Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Charter School. ECRCHS may disclose the PII that it has designated as directory information, consistent with the terms of ECRCHS' annual notice provided by ECRCHS pursuant to the FERPA (20 U.S.C. § 1232g). ECRCHS has designated the following information as directory information:

a. Student's name
b. Student's address
c. Parent/guardian's addresses
d. Telephone listing
e. Student's electronic mail address
f. Parent/guardian's electronic mail address
g. Photograph/video
h. Date and place of birth
i. Dates of attendance
j. Grade level
k. Participation in officially recognized activities and sports
l. Weight and height of members of athletic teams
m. Degrees, honors, and awards received
n. The most recent educational agency or institution attended
o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

4. *Parent*: parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. *Eligible Student*: eligible student means a student who has reached eighteen (18) years of age.

6. School Official: a school official is a person employed by ECRCHS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of ECRCHS. A school official also may include a volunteer for ECRCHS or an independent contractor of ECRCHS, consultant, vendor, or other party who performs an institutional service or function for which ECRCHS would otherwise use its own employees and who is under the direct control of ECRCHS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

7. Legitimate Educational Interest: a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each school year, ECRCHS shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that ECRCHS not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify ECRCHS in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. ECRCHS will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[8]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[9]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, ECRCHS shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by ECRCHS to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that ECRCHS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

[8] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

[9] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that ECRCHS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, ECRCHS shall comply with the request.

1. Copies of Education Records

ECRCHS will provide copies of requested documents within five (5) business days of a written request for copies. ECRCHS may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or
(2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

(a) Inaccurate;
(b) Misleading; or
(c) In violation of the privacy rights of the student.

ECRCHS will respond within thirty (30) days of the receipt of the request to amend. ECRCHS' response will be in writing and if the request for amendment is denied, ECRCHS will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, ECRCHS shall add a new document to the student's record that includes all of the following information:

a. The date of the request.
b. The date the requested records were corrected.
c. A list of the records t requested to be corrected.
d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.

e. The name of the employee that completed the request.
f. The student's corrected and former names and/or genders.

Charter School shall immediately update a **former** student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

a. State-issued driver's license.
b. Birth certificate.
c. Passport.
d. Social security card.
e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

a. The date of the request.
b. The date the requested records were reissued to the former student.
c. A list of the records that were requested by, and reissued to, the former student.
d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
e. The name of the school district, charter school, or county office of education staff person that completed the request.
f. The current and former name or gender of the former student.

3. Hearing to Challenge Education Record

If ECRCHS denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is inaccurate, misleading or in violation of the privacy rights of the student. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by ECRCHS concerning evaluation of academic work or outcomes of disciplinary proceedings.
- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel at their own expense;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into the student's education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

ECRCHS Rights and Responsibilities When a Hearing is Requested

- ECRCHS shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a ECRCHS employee, or 2) the ECRCHS Board of Directors.

- ECRCHS shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.
- ECRCHS shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.
- ECRCHS shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make their decision solely on the evidence presented at the hearing.
- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.

Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, ECRCHS will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, ECRCHS will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. ECRCHS will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

ECRCHS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and ECRCHS shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

ECRCHS will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. ECRCHS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, ECRCHS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or

eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that ECRCHS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

ECRCHS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, ECRCHS will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. ECRCHS will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, ECRCHS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. Section 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for ECRCHS in accordance with 20 U.S.C. Section 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by ECRCHS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by ECRCHS
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by ECRCHS with respect to that alleged crime or offense. ECRCHS may disclose the final results of the disciplinary proceeding, regardless of whether ECRCHS concluded a violation was committed.

Contract For Digital Storage Management, and Retrieval of Student Records

The Executive Director or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirement of Education Code section 49073.1 and other applicable state and federal laws.

VI. RECORD KEEPING REQUIREMENTS

ECRCHS will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained.
For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of ECRCHS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of ECRCHS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, ECRCHS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, ECRCHS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of ECRCHS.

Student cumulative records may not be removed from the premises of ECRCHS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from ECRCHS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work- product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by ECRCHS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education 400 Maryland Avenue. S.W. Washington, D.C. 20202-8520

RECORD RETENTION

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- "*Mandatory Permanent Student Records*": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
    1. Legal name of student
    2. Date of birth
    3. Method of verification of birth date
    4. Sex of student
    5. Place of birth
    6. Name and address of parent of minor student
    7. Address of minor student if different than above
    8. An annual verification of the name and address of the parent and the residence of the student
    9. Entering and leaving date of each school year and for any summer session or other extra session Subjects taken during each year, half year, summer session or quarter
    10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
    11. Verification of or exemption from required immunizations
    12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student

has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *"Mandatory Interim Student Records"*: Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2020-2021 records may be destroyed after July 1, 2024). These records are defined as:
    1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
    2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
    3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
    4. Language training records
    5. Progress slips and/or notices
    6. Parental restrictions regarding access to directory information or related stipulations.
    7. Parental or adult student rejoinders to challenged records and to disciplinary action
    8. Parental authorizations or prohibitions of student participation in specific programs
    9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter

School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records":* may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
    1. Objective counselor and/or teacher ratings
    2. Standardized test results older than three years
    3. Routine discipline data
    4. Verified reports of relevant behavioral patterns
    5. All disciplinary notices
    6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Appendix V

Lost or Damaged Textbook Policy

Lost Or Damaged Textbook Policy

When property of El Camino Real Charter High School ("ECRCHS" or the "Charter School") is lent to students, the Charter School expects that it will be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student fails or refuses to return it at the request of a school employee, ECRCHS policy states that the student's parent/guardian must pay for the lost or damaged materials. After affording the student due process and notifying the student's parent/guardian in writing of the student's alleged misconduct, ECRCHS may withhold the student's grades, diploma, and/or transcripts until full restitution has been made. California law provides that the parent/guardian of a minor shall be liable for all damages caused by the minor's conduct (Education Code Section 48904).

If the parent/guardian is unable to pay for the damages or return the property, ECRCHS shall provide a program of voluntary work for the student. When the work is completed or the costs are paid, the student's grades, transcripts, and/or diploma shall be released.

Refunds may be issued for cases in which lost or misplaced textbooks are found, if the textbook is returned in usable condition *and* provided it is still currently in use.
Textbooks that have been paid for in full by a student becomes the property of the student and shall not be part of the school's inventory.

If charges for a damaged textbook exceeds 50% of the cost of the book, the book is to be considered destroyed and the full price of the textbook will be assessed.

Removal of the ECRCHS barcode labels is **PROHIBITED**. The barcoding system provides a direct link from textbook to student; as such, a student cannot return a textbook that has been issued to another student, and no refund or credit shall be provided except to the student to whom the textbook was issued.

Damage / Issue	Cost
Lost textbook	Full price
Excessive markings / graffiti / pages torn out	Full price
Severe water damage or mildew	Full price
Markings / graffiti in book	$0.50 per page
Torn pages	$1.00 per page
Water damage (edges of book)	$10.00
Broken or bent book cover / binding (book in usable condition)	$10.00

Appendix W

Immigration and Citizenship Status Policy

Immigration and Citizenship Status Policy

Policies for Collecting and Retaining Student Information

The Executive Director of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS" or the "School") shall maintain in writing ECRCHS's policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures. If the School possesses information that could indicate immigration status, citizenship status, or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, ECRCHS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

ECRCHS shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Policies for Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

ECRCHS personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, School personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Executive Director of ECRCHS shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, the School's procedures and forms shall describe to the applicant, and

accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Policies for Inquiries About Social Security Numbers or Cards

ECRCHS shall not solicit or collect entire Social Security numbers or cards. ECRCHS shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

ECRCHS may collect the last four digits of a parent/guardian's Social Security number – or a statement that the parent/guardian does not possess a social security number- to establish eligibility for a federal benefit program. ECRCHS shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

ECRCHS shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Policies and Procedures Regarding Information Sharing

ECRCHS shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

ECRCHS personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify a designated School official about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, ECRCHS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

ECRCHS shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information

shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

ECRCHS's request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. ECRCHS shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, ECRCHS shall not release the information.

Policies for Annual Information Notice to Parents

Guardians General Information Policy

ECRCHS must provide an annual notice to parents and guardians of the School's general information policies that includes:

- Assurances that ECRCHS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by the School.
- A list of the circumstances or conditions under which the School might release student information to outside people or entities.
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Directory Information Policy

If ECRCHS decides to release directory information, ECRCHS shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the School directory information policy that includes:

- The categories of information that ECRCHS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where ECRCHS receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

The General Information and Directory Information is described in additional detail in ECRCHS's Educational Records and Student Information Policy.

Policies for Monitoring and Receiving Visitors onto Campus

No outsider - which would include immigration-enforcement officers - shall enter or remain on school grounds of ECRCHS during school hours without having registered with the Executive Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Executive Director or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

ECRCHS has adopted measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the School's activities, consistent with local circumstances and practices.

ECRCHS has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

ECRCHS personnel shall report entry by immigration-enforcement officers to any on- site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Policies for Responding to On-Campus Immigration Enforcement

ECRCHS personnel shall notify the Executive Director or designee of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Executive Director or designee, ECRCHS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or designee.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, School personnel should comply with the officer's orders and immediately contact the Executive Director or designee.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. ***an ICE (Immigrations and Customs Enforcement) administrative warrant (see Appendix B)***, School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the School's counsel.
    b. ***a federal judicial warrant (search-and-seizure warrant or arrest warrant, see Appendix C & D)***, prompt compliance with such a warrant is usually legally required. If feasible, consult with the School's legal counsel before providing the agent access to the person or materials specified in the warrant.
    c. ***a subpoena for production of documents or other evidence (see Appendix E & F)***, immediate compliance is not required. Therefore, School personnel shall inform the School's legal counsel of the subpoena, and await further instructions on how to proceed.
8. While School personnel should not consent to access by an immigration- enforcement officer, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, School personnel shall document his or her actions while on campus.
9. After the encounter with the officer, School personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;

b. Identity of all school personnel who communicated with the officer;
c. Details of the officer's request;
d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
e. School personnel's response to the officer's request;
f. Any further action taken by the agent; and
g. Photo or copy of any documents presented by the agent.

10. ECRCHS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the School's legal counsel or other designated agency official.
11. In turn, ECRCHS's legal counsel or other designated official shall submit a timely report to the School's governing Board regarding the officer's requests and actions and the School's response(s).
12. E-mail the ***Bureau of Children's Justice*** in the ***California Department of Justice***, at ***BCJ@doj.ca.gov***, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Policies for Parental Notification of Immigration-Enforcement Actions

ECRCHS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

ECRCHS personnel shall immediately notify the student's parents or guardians if a law- enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Policies for Responding to the Detention or Deportation of a Student's Family Member

ECRCHS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

ECRCHS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- ECRCHS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- ECRCHS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, ECRCHS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, ECRCHS shall release the student into the custody of any individual who

presents a Caregiver's Authorization Affidavit on behalf of the student. ECRCHS shall only contact Child Protective Services if School personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Policies for Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy
ECRCHS has adopted and publicized policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. These policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

ECRCHS shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General (see Appendix G).
- ECRCHS shall inform students who are victims of hate crimes of their right to report such crimes.
- ECRCHS has adopted a Harassment, Intimidation, Discrimination, and Bullying Policy to address these topics, including the receipt and investigation of complaints.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

ECRCHS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. ECRCHS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Appendix X

Student Freedom of Speech and Expression Policy

STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

Students have a right to freedom of speech and may participate in political or free speech activities while on the El Camino Real Charter High School ("ECRCHS" or the "Charter School") campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and school employees. Students who fail to follow the directive of school site administrators or Charter School policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health, (3) causing a reasonable student to experience a substantial interference with the student's academic performance, (4) causing a reasonable student to experience a substantial interference with the student's ability to

participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on or through the Charter School's website, social media, or other school-sponsored platforms or devices shall generally be afforded the same protections and subject to the same limitations as printed material within the Policy. Students' use of Charter School technology, devices, platforms and accounts remain subject to Charter School's Student Technology Policy and Acceptable Use Agreement.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the Charter School.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Material

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed material, and to circulate petitions, subject to the following specific limitations:

1. The material to be distributed shall be submitted to the ECRCHS Executive Director or designee at least one school day prior to distribution. The Charter School Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this policy).

2. Distribution, free or for a fee, may take place before school, after school and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director). Distribution may not occur during instructional time or in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed material or to sign petitions.

4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the school's Executive Director).

5. The Charter School Executive Director or designee shall work with student government

representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

Official school publications refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this policy. However, it shall be the responsibility of the journalism staff adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. ECRCHS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, the staff member will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student will be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use.
Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and ECRCHS administration. Posted material must comply with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official Charter School group at any time unless authorized by the Charter School to participate in the activity.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off- campus internet web sites, personal social media or email accounts, or via text messages sent on a personal device outside of school hours is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression, including but not limited to expression involving one or more of the following, may result in discipline:

a. Serious or severe bullying or harassment targeting particular individuals;
b. Threats aimed at teachers or other students;
c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this policy, those students will be informed of the possible consequences of their action under each specific circumstance. The Charter School Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the ECRCHS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of the School.
3. No ECRCHS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing

4. to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
5. ECRCHS shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with ECRCHS by contacting the Executive Director or designee.

Appendix Y

Staff/Student Interaction Policy

STAFF/STUDENT INTERACTION POLICY

ECRCHS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning- conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment):
1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment):
1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

<u>Acceptable and Unacceptable Staff/Student Behavior</u>

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to

me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Appendix Z

Harassment, Discrimination, Intimidation, & Bullying Policy

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, El Camino Real Charter High School ("Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.[10]

Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.

[10] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the school's previously adopted *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy.*

- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [11] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of

[11] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures
Charter School advises students:
- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School’s policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education
Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development
Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School's students.

Complaint Procedures

Scope of the Complaint Procedures
Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint
All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal
Should a complainant find Charter School’s resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School’s decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Harassment, Intimidation, Discrimination & Bullying
COMPLAINT FORM

Your Name: _____ Date: _____
Email Address:
_____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against:
_____
List any witnesses that were present:
_____
Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):
_____
_____
_____
_____
____

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by Charter School:</u>

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Coversheet

Discussion on Annual Review of Uniform Complaint Procedure

Section: VI. School Business
Item: C. Discussion on Annual Review of Uniform Complaint Procedure
Purpose: Discuss
Submitted by:
Related Material: VI. C - Uniform Complaint Policy and Procedures.pdf

Uniform Complaint Policy and Procedures

El Camino Real Charter High School ("ECRCHS" or the "Charter School") and any charter schools operated thereunder comply with applicable federal and state laws and regulations. ECRCHS acts as the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, people responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECRCHS program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodation for Pregnant, Parenting or Lactating Students
    - Adult Education Programs
    - Consolidated Categorical Aid Programs
    - Migrant Education Programs
    - Career Technical and Technical Education Training Programs
    - Child Care and Development Programs
    - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public School, Migratory Children and Children of Military Families
    - Every Student Succeeds Act
    - Regional Occupational Centers and Programs and/or
    - School Safety Plans

3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

I. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
II. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
III. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If ECRCHS finds merit in a pupil fees complaint or the California Department of Education ("CDE") finds merit in an appeal, ECRCHS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by ECRCHS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or ECRCHS and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

f. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code Sections 47606.5 and 47607.3, as applicable. If ECRCHS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code Sections 64000, 64001, 65000 and 65001 shall also fall under this Policy.
g. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

h. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153

ECRCHS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible and as permitted by law] the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. ECRCHS cannot guarantee the anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, ECRCHS will attempt to do so as appropriate. ECRCHS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Administrative Director on a case-by-case basis.

ECRCHS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. ECRCHS shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the following to receive and investigate complaints and to ensure ECRCHS's compliance with law:

Director of Human Resources
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

The Compliance Officer ("CO") or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CO. Should a complaint be filed against the CO, the compliance officer for that case shall be the Executive Director.

Notifications

The CO shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on ECRCHS's website.

The CO shall annually provide written notification of ECRCHS's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in ECRCHS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that ECRCHS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that ECRCHS is operating pursuant to Title 22 licensing requirements.

3. A statement that ECRCHS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal ECRCHS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of ECRCHS's decision, except if ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals ECRCHS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if ECRCHS finds merit in a UCP complaint, or the CDE finds merit in an appeal, ECRCHS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.

11. A statement that copies of ECRCHS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that ECRCHS has violated federal or state laws or regulations enumerated in the section "Scope," above. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that they personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or

the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CO or designee shall be made in writing.

The period for filing may be extended by the CO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six- month period. The CO shall respond immediately upon receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by ECRCHS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECRCHS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend ECRCHS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide ECRCHS's investigator with documents or other evidence related to the allegations in the complaint, or the complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation,

may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

ECRCHS's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

ECRCHS shall issue an investigation report (the "Decision") based on the evidence. ECRCHS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of ECRCHS's receipt unless the timeframe is extended with the written agreement of the complainant. ECRCHS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether ECRCHS is in compliance with the relevant law.
3. Corrective actions, if ECRCHS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal ECRCHS's Decision within thirty (30) calendar days to the CDE, except when ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.
5. Procedures to be followed to initiate such an appeal.

If an employee is disciplined because of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of ECRCHS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of ECRCHS's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:

1. ECRCHS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, ECRCHS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in ECRCHS's Decision are not supported by substantial evidence.
4. The legal conclusion in ECRCHS's Decision is inconsistent with the law.
5. In a case in which ECRCHS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed ECRCHS's Decision, the CO shall forward the following documents to the CDE within ten (10) calendar days of the date of the

notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the ECRCHS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to ECRCHS for resolution as a new complaint. If the CDE notifies ECRCHS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, ECRCHS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by ECRCHS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which, through no fault of the complainant, ECRCHS has not taken action within sixty (60) calendar days of the date the complaint was filed with the ECRCHS.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by ECRCHS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of ECRCHS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECRCHS has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint.

Coversheet

Discussion and Vote on Request for One Period Coach Authorization During 2025-2026

Section: VI. School Business
Item: D. Discussion and Vote on Request for One Period Coach Authorization During 2025-2026
Purpose: Vote
Submitted by:
Related Material: VI. D. - One Period Coach Authorization.pdf

FISCAL YEAR: 2025-2026

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Kung, Camille	Employee No:	160117881

Competitive Team Sport Requested: Cross Country

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330909	9-12	Cross Country
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason — Position Title: Admin Director

Administrator's Signature: [signature] — Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, Camille Kung (print name – first name, last name), agree to teach the above listed courses during the 2025-2026 fiscal year.

Teacher's Signature: [signature] — Date: 8/25/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____ — Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School

Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	King, Camille	Employee No:	160117881

Competitive Team Sport Requested: Track

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6		9-12	Track & Field
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason Position Title: Admin Director

Administrator's Signature: _____ Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, Camille King, agree to teach the above listed courses during the 2025-2026 fiscal year.
(print name – first name, last name)

Teacher's Signature: _____ Date: 8/25/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____ Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School

Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Choi Eric	Employee No:	747843

Competitive Team Sport Requested: Golf

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6e	330917	9-12	Girls Golf
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason

Position Title: Admin Director

Administrator's Signature: Jason Camp

Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, ERIC CHOI (print name – first name, last name), agree to teach the above listed courses during the 2025-2026 fiscal year.

Teacher's Signature:

Date: 8/20/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print):

Executive Director Signature:

Date:

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Choi, Eric	Employee No:	747843

Competitive Team Sport Requested: Soccer

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330925	9-12	Girls Soccer
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason Position Title: Admin Director

Administrator's Signature: Jason Camp Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, ERIC CHOI (print name – first name, last name), agree to teach the above listed courses during the 2025-2026 fiscal year.

Teacher's Signature: [signature] Date: 8/20/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____ Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School

Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Choi, Eric	Employee No:	747843

Competitive Team Sport Requested: Golf

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330915	9-12	Boy's Golf
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): CAMP JASON Position Title: Admin Director

Administrator's Signature: Jason Camp Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, ERIC CHOI, agree to teach the above listed courses during the 2025-2026 fiscal year.
(print name – first name, last name)

Teacher's Signature: [signature] Date: 8/20/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____ Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Camp Jason	Employee No:	170504711

Competitive Team Sport Requested: Football

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330913	9-12	Football - Varsity
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason Position Title: Athletic Director

Administrator's Signature: Jason Camp Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, Camp Jason (print name – first name, last name), agree to teach the above listed courses during the 2025-2026 fiscal year.

Teacher's Signature: Jason Camp Date: 8.19.25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____ Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Bennett, Dean	Employee No:	623896

Competitive Team Sport Requested: Flag football

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330950	9-12	Flag Football
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason Position Title: Admin Director

Administrator's Signature: _____ Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, Dean Bennett, agree to teach the above listed courses during the 2025-2026 fiscal year.
(print name – first name, last name)

Teacher's Signature: _____ Date: 8/25/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____ Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

FISCAL YEAR: 2025-2026

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	Bennette, Dean	Employee No:	623896

Competitive Team Sport Requested: Lacrosse

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330721	9-12	LACROSSE
[redacted]			
[redacted]			

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason

Position Title: Admin Director

Administrator's Signature: [signature]

Date: 8.19.25

TEACHER CONSENT TO THE ASSIGNMENT (*Must be completed by teacher*)

I, Dean Bennett (print name – first name, last name), agree to teach the above listed courses during the 2025-2026 fiscal year.

Teacher's Signature: [signature]

Date: 8/25/25

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): _____

Executive Director Signature: _____

Date: _____

Scan/Email forms to: HR@ecrchs.net

Based on LAUSD HR form

Coversheet

Annual Performance-based Charter School Division Oversight Visit Report for 2024-2025

Section: VI. School Business
Item: E. Annual Performance-based Charter School Division Oversight Visit Report for 2024-2025
Purpose: Discuss
Submitted by:
Related Material:
VI. E. ELCMNO 8617 Annual Perf.-Based Oversight Visit Rpt 24-25 (2).pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2024-2025 SCHOOL YEAR
FOR

EL CAMINO REAL CHARTER HIGH - 8617

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

***** Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Charter School Name:	**El Camino Real Charter High**			**Location Code:**	**8617**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
5440 Valley Circle Blvd. **7401 Shoup Ave.**		**Woodland Hills** **West Hills**	**91367** **91307**	**818-595-7500** **818-857-5119**	**818-595-7501** **818-595-7519**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Region:**	
July 1, 2021 to June 30, 2027			**3**	**North**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 843**
2957	**3800**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 22.18%**
9-12	**9-12**				
Norm Enrollment Number:	**2948**				
Total Number of Staff Members:	**280**	**Certificated:**	**154**	**Classified:**	**126**
Charter School's Leadership Team Members:	**David Hussey, Executive Director; Dean Bennett: Administrative Director; Jason Camp, Administrative Director; Dr. Minita Clark, Administrative Director; Emilie Larew, Administrative Director; Gregory Wood, Chief Business Officer; Vania Rodriguez, Director of Human Resources**				
Charter School's Contact for Special Education:	**Emilie Larew, Administrative Director**		**SELPA & Option:**	**LAUSD SELPA & MOU Option 3**	
CSD Assigned Administrator:	**Imelda Phillips**		**CSD Fiscal Oversight Manager:**	**Sally Ngov**	
Other School/CSD Team Members:	**Christine Kae, CSD Specialist**				
Oversight Visit Date(s):	**November 21, 2024**		**Fiscal Review Date (if different):**	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**Yes; Sole Occupancy Agreement**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**N/A**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**COO (7401 Shoup Ave.) School**	

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4, Accomplished	**3, Proficient**	**3, Proficient**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING - The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).

- Folder I included evidence that the governing board reviewed (and subsequently certified) the *Compliance Monitoring and Certification of Board Compliance Review* form at its December 19, 2024 meeting, and the school administrator of El Camino Real Charter High signed the form on November 8, 2024.
- Review of documentation provided for oversight (i.e., Folder I: Governance Documentation) included evidence that the current Board of Directors is comprised of seven directors, which is aligned with the organization's Bylaws requiring between six and 11 directors. An individual signed affidavit was provided by all board members with the date that Brown Act training was completed. Brown Act training was completed by all board members on October 2024.
- Folder I also included a calendar of meetings of the school's governing board for the 2024-2025 school year showing 11 scheduled monthly meetings of the school's governing board and 10 monthly Finance and Investment Committee meetings scheduled between September 2024 and June 2025.
- Review of the Governance Folder and the school's website included evidence that meetings of the school's governing board are conducted openly and provide opportunity for public participation. Agendas, minutes, materials, and recordings of meetings of the school's governing board are maintained and posted to the school website since 2015, and the governing board agendas include notice of reasonable accommodations for individuals with disabilities.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM - The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.).

- Review of governance documentation in Folder I included evidence that meetings of the school's governing board include agenda items for updates and reports regarding student achievement from the organization's Executive Director, Administrative Directors, and other school staff.
- The school provided evidence that the board was presented data on June 6, 2024, June 27, 2024, and October 24, 2024 including, but not limited to, student achievement data (e.g., Review of LCAP) disaggregated by student groups, attendance data, LAUSD Annual Performance-Based Oversight Visit report scores, discipline data, and internal assessment progress.
- Under the board's governance, the school has achieved positive measurable pupil outcomes. The school has achieved above the state DFS average schoolwide on all academic indicators as evidenced by the *California School Dashboard* for 2024: ELA, Math, ELPI, and College and Career.
- Additionally, El Camino Real Charter High has received a level of *Proficient* in the *Student Achievement and Educational Performance* section for three years in a row and was categorized as "high performing" by the California Department of Education on March 14, 2025.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Areas Noted for Further Growth and/or Improvement
None noted at this time.

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):
☒ Not Applicable

RATING NOTES:

- ***A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☒ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

G2: DUE PROCESS

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☐ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☒ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
☒ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☒ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

	Performance Rubric	Sources of Evidence
Performance	☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3, Proficient
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2025	Middle Performing

Areas of Demonstrated Strength and/or Progress

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) - The schoolwide Dashboard ELA Indicator performance color is Yellow, as compared to the state's color of Orange.

- The school's 2024 schoolwide ELA DFS (23.2 DFS) is higher than the state average (-13.2 DFS).

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) – The majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The 2024 average DFS in ELA for the school's Latino student group (12.9 DFS) is higher than the state average (-39.3 DFS).
- The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (9.3 DFS) is higher than the state average (-40.9 DFS).
- The 2024 average DFS in ELA for the school's Students with Disabilities student group (-95.1 DFS) is higher than the state average (-95.6 DFS).
- The 2024 average DFS in ELA for the school's Black or African American student group (-10.4 DFS) is higher than the state average (-58.9 DFS).
- The 2024 average DFS in ELA for the school's Two or More Races student group (13.9 DFS) is lower than the state average (24.3 DFS).
- The 2024 average DFS in ELA for the school's White student group (19.5 DFS) is higher that the state average (19.2 DFS).
- The 2024 average DFS in ELA for the school's Filipino student group (55.1 DFS) is higher than the state average (45.8 DFS).
- The 2024 average DFS in ELA for the school's Asian student group (89.5 DFS) is higher that the state average (60.7 DFS).

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11) - The schoolwide Dashboard Math Indicator performance color is Yellow, as compared to the state's color of Orange.

- The school's 2024 schoolwide Math DFS (-40.9 DFS) is higher than the state average (-47.6 DFS).

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - The schoolwide Dashboard ELPI performance color is Blue, as compared to the state's color of Orange.

- The school's 2024 percentage of English Learner students making progress towards English language proficiency (75.0%) is higher than the state average (45.7%).

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12) - The schoolwide Dashboard College/Career Indicator performance color is Green, as compared to the state's color of Yellow.

- The school's 2024 percentage of students prepared for college or a career (52.6%) is higher than the state average (45.3%).

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - The majority of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages.

- The 2024 percentage of the school's Socioeconomically Disadvantaged student group prepared for college or a career (47.5%) is higher than the state average (37.4%).
- The 2024 percentage of the school's Black or African American student group prepared for college or a career (48.6%) is higher than the state average (28.1%).
- The 2024 percentage of the school's English Learner student group prepared for college or a career (17.6%) is higher than the state average (17.2%).
- The 2024 percentage of the school's Latino student group prepared for college or a career (46.5%) is higher than the state average (37.4%).
- The 2024 percentage of the school's White student group prepared for college or a career (55.9%) is higher than the state average (54.3%).
- The 2024 percentage of the school's Students with Disabilities student group prepared for college or a career (20.0%) is higher than the state average (13.5%)
- The 2024 percentage of the school's Asian student group prepared for college or a career (65.8%) is lower than the state average (74.5%).
- The 2024 percentage of the school's Filipino student group prepared for college or a career (64.7%) is lower than the state average (67.7%).
- The 2024 percentage of the school's Two or More Races student group prepared for college or a career (55.4%) is higher than the state average (53.7%)

A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12) - The schoolwide Dashboard Graduation Rate Indicator performance color is Green, as compared to the state's color of Yellow.

- The school's 2024 Graduation Rate (91.5%) is higher than the state average (86.7%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12) - The schoolwide Dashboard Suspension Rate Indicator performance color is Green, as compared to the state's color of Green.

- The school's 2024 percentage of students suspended at least one day (1.2%) is lower than the state average (3.2%).

<u>Areas Noted for Further Growth and/or Improvement</u>

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11) – Less than the majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).

- The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged student group (-52.7 DFS) is higher than the state average (-78.2 DFS).
- The 2024 average DFS in Math for the school's Latino student group (-60.1 DFS) is higher that the state average (-79.2 DFS).
- The 2024 average DFS in Math for the school's Students with Disabilities student group (-157.8 DFS) is lower than the state average (-124.3 DFS).
- The 2024 average DFS in Math for the school's Asian student group (46.8 DFS) is lower that the state average (49.5 DFS).
- The 2024 average DFS in Math for the school's Two or More Races student group (-66.4 DFS) is lower than the state average (-5.3 DFS).

- The 2024 average DFS in Math for the school's Filipino student group (-3.0 DFS) is lower than the state average (10.4 DFS).
- The 2024 average DFS in Math for the school's White student group (-37.9 DFS) is lower that the state average (-10.3 DFS).
- The 2024 average DFS in Math for the school's Black or African American student group (-83.4 DFS) is higher than the state average (-102.2 DFS).

In light of these results, school leaders report the following:

  - "We have created three sections of off-track Algebra 1A and two sections of off-track Geometry A for the Spring 2025 semester to support students struggling with math. One section each of these Algebra 1A and Geometry A classes were created as collaborative classes with a Resource teacher providing support in the class every day."
  - "We have added additional instructional assistants in math classes to provide additional support with learning and decrease the adult-to-student ratio in Algebra 1 and Geometry. We have also added instructional assistants to some Math Analysis classes to support achievement in math and increase our A-G completion rate."

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Notes:
Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

2024 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:
The school's percent of "At Risk" ELs is 0.4% as compared to the state's percent of 6.8%
The school's percent of "LTELs" is 2.6% as compared to the state percent of 10.6%

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

☐ Not Applicable

On December 8, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to approve with benchmarks the charter renewal petition of El Camino Real Charter High.

1. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.

   Benchmark Not Met. The students with Disabilities student group Declined in Change level in ELA but is higher in DFS (-95.1) than the state (-95.6). In light of these results, school leaders report the following:
   - "Last year, professional development sessions were provided specifically for general education and Special Education teachers in collaborative math and English classes by a university professor from CSUN who specializes in Special Education and collaboration. This year we have adjusted the professional development to be schoolwide instead of targeted to collaborative teachers."

2. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.

   Benchmark Not Met. The Students with Disabilities student group Declined in Change level in Math and is lower in DFS (-157.8) than the state (-124.3). In light of these results, school leaders report the following:
   - "In development of the Special Education matrix, we have actively worked to limit the number of preps each RSP teacher has to better support their ability to have more in-depth content knowledge and provide more effective support for learning."
   - "SDC teachers participate in general education department retreats for one class / content area they are teaching and also participate consistently in a PLC with their course-alike general education colleagues. RSP teachers also participate in PLC meetings based on the collaborative classes they are assigned to. There has been a significant push this year for the RSP teachers to participate in the department retreats with their PLCs and this has resulted in their consistent participation."
   - "This year, we have provided more consistency in testing locations for individual students to help increase predictability and decrease their anxiety related to testing procedures. Additionally, testing rooms were assigned earlier in the process to address the concerns identified last year regarding lack of sufficient notice of testing locations. Students have also been assigned to test with their case carriers or classroom teachers they are familiar with whenever possible."

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☒ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

☐ The California School Dashboard All Students Math Indicator color is Blue ☒ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not Available - No assessment of performance on the California School Dashboard for this indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence

☒ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not Available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☒ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not Available – No color assigned on the California School Dashboard for the CCI ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence

☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☒ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not Available – No assessment of performance on the California School Dashboard for this indicator ☐ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☒ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☒ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☐ Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☒ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: Approved List). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's *self-reported* data and will not be scored.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☒ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: 9-12	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: Met

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

1. The charter school did disaggregate student performance data by student groups. Grade Levels
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
3. The charter school provided the following publisher's verified data report(s):
   - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
   - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
   - ☐ MAP Growth by NWEA: *Student Growth Summary Report*
   - ☐ Star Assessment by Renaissance: *Star Growth Report*
   - ☐ Other: Click or tap here to enter text.
   - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
   - ☐ The charter school provided school created reports that are not considered verified data.
   - ☒ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

Postsecondary Indicators (high school only):

Postsecondary Indictor: National Student Clearinghouse Student Tracker and CDE DataQuest College-Going Rate

1. The report provided by the charter school included the results of at least 95% of eligible students. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The report provided by the charter school included the number of eligible students and missing or non-participating students.

3. The report provided by the charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
Notes: None

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: • California School Dashboard All Students Science Indicator (CDE)	
Performance Rubric	**Sources of Evidence**
The Science Indicator information is for informational purposes only and will not be scored. ☒ The California School Dashboard All Students Science Indicator is higher than the state ☐ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Office of Data & Accountability's Data Set (LAUSD) ☐ Other: (Specify)

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were provided:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ 2023-2024 LCAP Annual Update ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM - The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report.

- Review of Folder III documentation provided evidence of the school's Standards-Based Instructional Program, which is aligned to its Key Features such as experience based learning programs, academic innovation, wellness and counseling support, and professional learning communities. Document review also showed a system of student achievement data analysis that described the following four step process:
  - "Establishing a data culture and team that will explore the data."
  - "Collecting and organizing data for analysis by identifying the relevant data."
  - "Analyzing the data by looking at patterns and trends, programs, and student groups in greatest need."
  - "Explaining the results schoolwide, in PLCs, or Department Meetings to explain underlying causes of the areas needing improvement."
- School leadership provided documentation of the school's system to monitor student progress toward and completion of graduation and A-G requirements, which included an individualized graduation plan, a sample letter to seniors based on the spring semester five-week report card, and a sample letter to non-seniors based on the spring semester five-week report card. In addition, school leadership shared the following:
  - "Parents/Guardians/Students have continuous access to course grade information through the Aeries student information system. They can look into each teacher's gradebook to check on assignments and grades. They can also see what course they completed and their graduation status. In addition, we have the traditional five week reporting periods for progress reports and report cards. Counselors also meet with students at least twice a year to discuss course selection, academic progress, and progress toward meeting graduation and A-G requirements."

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements.

- The school yearlong calendar of school events and meetings are shared with the public via the school's website. The calendar is kept current and provides stakeholders information of upcoming events such as sports, parent meetings, early dismissal days, general activities, student activities, AP exam information, and school trips.
- Folder III included agenda and minutes of meetings of the School Site Council (SSC) and English Learner Advisory Council (ELAC). Additionally, agendas and minutes are available on the school's website. A calendar of stakeholder meetings for the 2024-2025 school year was provided and included multiple meetings for the following: SSC, ELAC, PAC, School Safety Committee, Padres Latinos (parent group), RISE (parent group), and ECR Royal Families (parent group).
- School leadership shared the following regarding their *School Parental Involvement Policy*:
  - "ECRCHS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance,

which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education."

- "ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School. This Includes revisiting the plan at least annually with a focus on how the measures taken affected achievement data."

Areas Noted for Further Growth and/or Improvement

O6: CLEARANCES AND CREDENTIALING COMPLIANCE - The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. The school did not obtain all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service for a vendor. The vendor provided services on August 12, 2024, but the charter school did not obtain the annual certification clearance until September 13, 2024. To ensure that all vendors obtain clearance before services are provided, school leadership shared the following:

- "We will work closely with all vendors to receive all vendor certifications prior to services being rendered and send all vendor certifications requests at the start of July to ensure we have accurate records."

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

O1 – Per the *Los Angeles Daily News*, "El Camino Real wins 11th Decathlon National Championship, the most in U.S. The team won its third consecutive national championship and beat its own record with 11 titles."

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

RATING NOTES:

- ***A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.***
- ***A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.***
- ***A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.***
- ***A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.***

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence

☒ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☒ System for monitoring student progress toward and completion of graduation and A-G Requirements ☒ WASC Accreditation Notification Letter ☒ UC Doorways course approval ☒ Graduation Requirement/Policy ☒ Math Placement Assessment Policy (9th grade only) ☒ Advanced Placement Exam: Participation Rate and Passage Rate ☒ College acceptance and enrollment rates

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA ☐ Charter school does not participate in LAUSD's SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ District Validation Review (DVR) ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Discussion with school leadership

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☒ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups ☐ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
☒ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☐ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ Foster Youth/Students Experiencing Homelessness Designee ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current

- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations ("CCR"), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
☐ The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance ☐ The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☒ The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form ("ESSA Grid") ☒ Staff roster ☒ School master schedule ☒ Custodian(s) of Records documentation ☒ Criminal Background Clearance Certifications ☒ Teaching credential/authorization documentation ☒ Vendor clearances and credentialing certifications ☒ Volunteer (TB) risk assessment/clearance certification ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282,and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☒	☐
	☐ Not applicable	

Notes: None

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	☒	☐
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☒	☐
	☐ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

8617	2020-2021					2021-2022					2022-2023				
El Camino Real Charter High	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	28,320,081	30,832,911	45,785,550	24,535,106		29,698,121	21,939,977	51,345,897	23,373,143		27,596,670	27,523,694	63,975,626	31,155,388
Accounts Receivable	0	7,634,139	9,298,062	3,321,893	3,321,894		1,725,356	1,725,356	79,075	1,550,223		535,513	30,554,932	1,847,280	1,847,701
Other Current Assets	0	842,971	0	176,551	176,551		135,241	7,591,990	1,260,888	6,874,049		6,596,328	177,256	321,981	7,259,604
Total Current Assets	0	**36,797,191**	**40,130,973**	**49,283,994**	**28,033,551**		**31,558,718**	**31,257,323**	**52,685,860**	**31,797,415**		**34,728,511**	**58,255,882**	**66,144,888**	**40,262,693**
Fixed and Other Assets	0	6,965,458	6,937,306	6,364,427	6,363,656		6,317,733	6,317,733	6,232,487	6,232,487		6,267,754	6,301,569	6,740,588	6,740,587
Total Assets	0	**43,762,649**	**47,068,279**	**55,648,421**	**34,397,207**		**37,876,451**	**37,575,056**	**58,918,346**	**38,029,902**		**40,996,265**	**64,557,451**	**72,885,475**	**47,003,280**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	0	619,128	1,156,375	2,829,888	3,068,305		5,174,488	5,174,488	6,118,645	5,860,387		6,100,885	5,003,335	5,758,869	5,914,678
Other Long Term Liabilities	0	4,009,296	4,009,296	4,048,391	0		232,691	232,691	243,890	0		243,890	243,890	266,936	0
Unfunded OPEB Liabilities	0	31,344,005	32,037,227	32,697,438	11,447,081		10,446,629	10,446,629	26,203,640	5,744,200		6,642,503	28,597,049	26,722,139	1,881,947
Total Liabilities	0	**35,972,429**	**37,202,898**	**39,575,717**	**14,515,386**		**15,853,808**	**15,853,808**	**32,566,175**	**11,604,587**		**12,987,278**	**33,844,274**	**32,747,944**	**7,796,625**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	0	**7,790,220**	**9,865,381**	**16,072,704**	**19,881,821**		**22,022,643**	**21,721,248**	**26,352,171**	**26,425,315**		**28,008,987**	**30,713,177**	**40,137,531**	**39,206,655**
Total Revenues	36,391,318	42,355,205	42,043,494	48,420,536	53,706,696	45,751,865	49,082,103	46,196,939	43,083,110	51,199,804	48,321,627	51,797,198	55,018,033	61,447,080	62,083,145
Total Expenditures	36,112,422	40,464,195	38,077,323	38,375,445	39,852,486	43,409,347	43,132,164	44,357,512	36,612,760	44,656,310	47,870,517	50,140,382	50,730,171	47,734,864	49,301,805
Net Income / (Loss)	**278,896**	**1,891,010**	**3,966,171**	**10,045,091**	**13,854,210**	**2,342,518**	**5,949,939**	**1,839,427**	**6,470,350**	**6,543,494**	**451,110**	**1,656,816**	**4,287,862**	**13,712,216**	**12,781,340**
Operating Transfers In (Out) and Sources / Uses	0	10,000	10,000	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**278,896**	**1,901,010**	**3,976,171**	**10,045,091**	**13,854,210**	**2,342,518**	**5,949,939**	**1,839,427**	**6,470,350**	**6,543,494**	**451,110**	**1,656,816**	**4,287,862**	**13,712,216**	**12,781,340**
Net Assets, Beginning	8,378,406	5,889,210	5,889,210	5,889,210	6,027,611	15,237,560	16,072,704	16,072,705	16,072,705	19,881,821	21,721,248	26,352,171	26,352,171	26,352,171	26,425,315
Adj. for restatement / Prior Yr Adj	0	0	0	138,403	0	0	0	3,809,116	3,809,116	0	0	0	73,144	73,144	0
Net Assets, Beginning, Adjusted	**8,378,406**	**5,889,210**	**5,889,210**	**6,027,613**	**6,027,611**	**15,237,560**	**16,072,704**	**19,881,821**	**19,881,821**	**19,881,821**	**21,721,248**	**26,352,171**	**26,425,315**	**26,425,315**	**26,425,315**
Net Assets, End	**8,657,302**	**7,790,220**	**9,865,381**	**16,072,704**	**19,881,821**	**17,580,078**	**22,022,643**	**21,721,248**	**26,352,171**	**26,425,315**	**22,172,357**	**28,008,987**	**30,713,177**	**40,137,531**	**39,206,655**
Unrestricted Net Assets		7,790,220	9,865,381	14,865,054	19,881,821		21,974,947	21,110,252	25,613,255	26,425,315		26,442,240	27,124,251	34,501,009	39,206,655
Restricted Net Assets		0	0	1,207,650	0		47,696	610,996	738,916	0		1,566,747	3,588,926	5,636,522	0

8617	Audited Financials					2023-2024					2024-2025				
El Camino Real Charter High	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	24,535,106	23,373,143	31,155,388	35,189,994	0		36,000,000	37,569,124	73,499,800	35,189,994		73,353,373	73,353,373	0	0
Accounts Receivable	3,321,894	1,550,223	1,847,701	1,880,748	0		600,000	8,530,000	1,880,749	1,880,748		800,000	2,412,721	0	0
Other Current Assets	176,551	6,874,049	7,259,604	7,912,232	0		7,765,403	234,403	446,723	7,912,232		330,000	470,000	0	0
Total Current Assets	**28,033,551**	**31,797,415**	**40,262,693**	44,982,974	0		**44,365,403**	**46,333,527**	**75,827,272**	**44,982,974**		**74,483,373**	**76,236,094**	**0**	**0**
Fixed and Other Assets	6,363,656	6,232,487	6,740,587	9,197,672	0		7,108,079	7,168,079	7,846,631	9,197,672		8,058,324	9,213,131	0	0
Total Assets	**34,397,207**	**38,029,902**	**47,003,280**	**54,180,646**	**0**		**51,473,482**	**53,501,606**	**83,673,903**	**54,180,646**		**82,541,697**	**85,449,225**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	3,068,305	5,860,387	5,914,678	6,901,342	0		2,849,519	2,493,889	7,285,263	6,901,342		7,400,000	7,400,000	0	0
Other Long Term Liabilities	0	0	0	0	0		243,890	243,890	0	0		220,000	275,000	0	0
Unfunded OPEB Liabilities	11,447,081	5,744,200	1,881,947	0	0		6,642,503	6,642,503	28,722,687	0		26,722,687	31,587,115	0	0
Total Liabilities	**14,515,386**	**11,604,587**	**7,796,625**	**6,901,342**	**0**		**9,735,912**	**9,380,282**	**36,007,950**	**6,901,342**		**34,342,687**	**39,262,115**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	224,300	0		0	0	0	0
Net Assets	**19,881,821**	**26,425,315**	**39,206,655**	**47,279,304**	**0**		**41,737,570**	**44,121,324**	**47,441,653**	**47,279,304**		**48,199,010**	**46,187,110**	**0**	**0**
Total Revenues	53,706,696	51,199,804	62,083,145	57,395,409	0	54,636,848	53,278,893	55,400,421	57,395,408	57,395,409	45,572,763	46,172,089	47,713,785	0	0
Total Expenditures	39,852,486	44,656,310	49,301,805	49,322,760	0	52,599,850	51,678,854	50,485,752	49,160,411	49,322,760	44,001,680	45,414,732	48,805,979	0	0
Net Income / (Loss)	**13,854,210**	**6,543,494**	**12,781,340**	**8,072,649**	**0**	**2,036,998**	**1,600,039**	**4,914,669**	**8,234,998**	**8,072,649**	**1,571,083**	**757,357**	**(1,092,194)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**13,854,210**	**6,543,494**	**12,781,340**	**8,072,649**	**0**	**2,036,998**	**1,600,039**	**4,914,669**	**8,234,998**	**8,072,649**	1,571,083	**757,357**	**(1,092,194)**	**0**	**0**
Net Assets, Beginning	6,027,611	19,881,821	26,425,315	39,206,655	0	33,163,702	40,137,531	40,137,531	40,137,531	39,206,655	42,347,813	47,441,653	47,441,653	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(930,876)	(930,876)	0	0	0	(162,349)	0	0
Net Assets, Beginning, Adjusted	6,027,611	19,881,821	26,425,315	39,206,655	0	33,163,702	40,137,531	39,206,655	39,206,655	39,206,655	42,347,813	47,441,653	47,279,304	0	0
Net Assets, End	**19,881,821**	**26,425,315**	**39,206,655**	**47,279,304**	**0**	**35,200,700**	**41,737,570**	**44,121,324**	**47,441,653**	**47,279,304**	**43,918,896**	**48,199,010**	**46,187,110**	**0**	**0**
Unrestricted Net Assets	19,881,821	26,425,315	39,206,655	47,279,304	0		35,792,662	38,371,782	40,131,219	47,279,304		43,142,509	40,854,369	0	0
Restricted Net Assets	0	0	0	0	0		5,944,909	5,749,542	7,310,434	0		5,056,500	5,332,740	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's fiscal condition is positive .

FINANCIAL HIGHLIGHTS					
El Camino Real Charter High	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets[1]	$19,881,821	$26,425,315	$39,206,655	$47,279,304	$46,187,110
Net Income / (Loss)[1]	$13,854,210	$6,543,494	$12,781,340	$8,072,649	($1,092,194)[2]
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$24,535,106	$23,373,143	$31,155,388	$35,189,994	$73,353,373
Unrestricted Net Assets	$19,881,821	$26,425,315	$39,206,655	$47,279,304	$40,854,369
Norm Enrollment Reported by the School	3,652	3,567	3,479	3,171	2,948
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	49.89%	59.17%	79.52%	95.86%	83.71%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	61.56%	52.34%	63.19%	71.35%	150.30%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	913.65%	542.58%	680.73%	651.80%	1030.22%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	42.20%	30.51%	16.59%	12.74%	45.95%

[1] The Net Asset and Net Income figures represent the school's financial condition, including its actuarial Other Post-Employment Benefits ("OPEB") liability and related expenses for the respective fiscal years, as required by the Financial Accounting Standards Board ("FASB") Accounting Standards Codification 715 ("ASC 715"). ECRCH sponsors a post-employment benefit plan to provide post-employment healthcare benefits (medical, dental, and vision) to eligible retirees and eligible covered spouses and pays a portion of the cost.

According to the latest ASC 715 Actuarial Valuation Report for the fiscal year ending June 30, 2024 (issued by a certified actuary on September 11, 2024), and the 2023-2024 independent audit report, as of June 30, 2024, the school's net accumulated post-retirement benefits asset was estimated at $1,512,840 (compared to a net accumulated post-retirement liability of $1,881,947 as of June 30, 2023). ECRCH's 2023-2024 independent audit report states: "At June 30, 2024, the trust assets exceeded the total obligation resulting in a net noncurrent plan asset." This is primarily due to the increase in the fair value of the plan assets (see further information below). Per ECRCH, its accrued OPEB expenses were $3,238,176, $2,911,705, $1,138,515, and $2,656,620 for Fiscal Years 2020-2021 through 2023-2024, respectively.

Per ECRCH, the school made annual contributions to its OPEB in the amount of $2,640,000, during Fiscal Years 2020-2021 through 2023-2024, respectively. Per ECRCH's ASC 715 Actuarial Valuation Report (as well as its 2023-2024 annual independent audit report), as of June 30, 2024, the market value of ECRCH's plan assets earmarked for its OPEB funds on deposit with its third-party administrator* was reported at $30.8M (compared to $25.3M as of June 30, 2023), which exceeds the Accumulated Post-Employment Benefit Obligation ("APBO") of $29.3M, as well as estimated future benefit payments under the school's OPEB plan over the next 10 years. Based on the June 30, 2024, ASC 715 Actuarial Valuation Report and the 2023-2024 independent audit report, the expected retiree payments (mainly the actual pay-as-you-go costs) were estimated at $7.9M over the next 10 years (i.e., from fiscal years ending June 30, 2025, through June 30, 2034).

* Per documentation provided and per the ECRCH Chief Business Officer ("CBO"), ECRCH's OPEB plan assets are held in an Irrevocable Trust in the name of "El Camino Real Healthcare Trust" managed by a third-party administrator (US Bank).

[2] According to ECRCH, the 2024-2025 Second Interim projected loss of ($1,092,194) is primarily attributed to lower-than-expected enrollment, one-time expenses for student devices, and a Board-approved 3.5% bonus for certificated staff.

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

El Camino Real Charter High's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
9	914	840	845	681	655
10	942	888	841	807	696
11	910	923	885	806	775
12	886	916	908	877	822
Total Enrollment	**3652**	**3567**	**3479**	**3171**	**2948**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(85)**	**(88)**	**(308)**	**(223)**
Enrollment Growth/(Decrease) (%)	**N/A**	**(2.3%)**	**(2.5%)**	**(8.9%)**	**(7.0%)**

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated Decrease in Student Enrollment Count	**(704)**
Accumulated Decrease in Student Enrollment Percentage	**(19.3%)**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	**3,800**
2024-2025 Norm Enrollment	**2,948**
Below approved enrollment capacity count	**(852)**
Below approved enrollment capacity percentage	**(22.4%)**

As noted above, the school has maintained positive net assets and reported a balanced budget for Fiscal Year 2023-2024, and projected positive net assets per its 2024-2025 Second Interim Financials. The school states that it "experienced lower-than-expected students' enrollment in the last year due to a larger graduating senior and a significantly smaller incoming freshmen class. Enrollment is important but sometimes it's better to have a smaller class size. Recruitment Strategies to address and improve the declining students' enrollment are continued advertising on Facebooks, social media, reach out to the Spanish communities and posting school's name on its own buses to get our name out there." The CSD will continue to monitor the school's student enrollment and financial condition through oversight.

Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. **Type of Observations: Associated Student Body Account (ASB):**
   Based on the CSD's review of the ASB trust accounts, the CSD summarizes the following observations and recommendations:

   A: Observation: Inactive Associated Student Body Trust (Club/Graduating Class and Scholarships) - Lack of Written Policy on How to Treat Inactive Clubs and Graduating Class
   - **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies and Procedures
   - **Description of Observation:** The CSD's review of ECRA's ASB trust accounts indicates that the school manages 108 clubs, graduating classes, and scholarship accounts, which have balances. Some of these trust accounts are inactive. ECRA does not have a written policy for ASB on how to handle inactive trust accounts; there are no procedures on how the money is ultimately utilized or transferred, and no formal process or guidance in place for graduating classes that leave residual cash balances after graduation.
   - **Charter Operator's Fiscal Policies and Procedures:** ASB does not have separate or formal policies and procedures that may address inactive ASB trusts/clubs and/or class accounts.
   - **Charter School's or Charter Operator's Response:** Rollover or inactive accounts were identified (with the assistance of the Business Office). On August 29, 2024, the Student Council voted to close and transfer the graduating class's 2024 leftover balance of $37,917. This vote allowed for the transfer of $28,438 to class 2025 and $9,479 to class 2026. This action is reflected in the Student Council leadership's minutes for that date.
   - **CSD's Comments:** The CSD recommends the adoption of Fiscal Policies and Procedures specifically for ASB trust accounts that utilize the Fiscal Crisis and Management Assistance Team's ("FCMAT") best practices, including the following: Page 40 of the 2024 FCMAT Associated Student Body Accounting Manual ("FCMAT ASB Manual") states "District ASB board policy, administrative regulations, and/or the ASB constitution and bylaws should define what constitutes an inactive club (e.g., any club that has no financial activity or meetings for more than 18 consecutive months). If district board policy, administrative regulations, or the ASB bylaws or constitution are silent about inactive clubs, it is appropriate for

the student council to decide on the use of the funds after a reasonable amount of time has passed, such as 18 consecutive months as mentioned above. If possible, the funds should be used for the same or similar purpose for which they were originally raised. If that proves too difficult because the club is now inactive and the original purpose for which the funds were raised is no longer valid, the funds should be used in a way that will benefit the most students in the receiving club or at the school if transferred to the general ASB."

B: Observation: Requests for Expenditures of ASB Funds-Lack of ASB Representatives' Signatures

- **Source(s) of Document Reviewed: Check Register.**
- **Description of Observation:** The CSD's observation of ASB expenditures revealed that they lacked student representatives' signatures.
- **Charter Operator's Fiscal Policies and Procedures:** None stated
- **Charter School's or Charter Operator's Response:** ASB revenue and expenditure are integrated into the school's financials. They are not processed separately from the system. ASB expenditures go through the same purchase order approval process as everything else. Expenditures and budgets for the various committees of ASB leadership are also identified and tracked by the ASB Treasurer. In addition, the Monthly Expenditures from ASB are provided to the Board and Public as part of the Fiscal reports. Finally, Trust Balances for all Student Clubs and Athletic Teams are included in ECRA's monthly reports to the Board and Stakeholders.
- **CSD's Comments:** The CSD recommends the adoption of Fiscal Policies and Procedures specifically for ASB trust accounts that utilize FCMAT's best practices, including the following: Page 83-84 of the 2024 FCMAT ASB Manual states: "Expenditures cannot be made from ASB funds without appropriate approval. For organized ASB, approval must come with three required signatures. These three signatures meet the requirements for approval in Education Code section 48933(b). These signatures must include a student representative, a board designee (principal) and a certificated advisor."

C: Observation: The Student Council Duties Are Not Clearly Defined in the School's Policy

- **Source(s) of Document Reviewed: Charter Operator's Fiscal Policies, and Procedures.**
  Description of Observation: During CSD segregation of duty interview, ECRA's Chief Executive Officer (CEO) and CBO both stated the student council does not develop and adopt the ASB budget, but the leadership team are aware of the requirement from the education code and will implement the procedure.
- **Charter Operator's Fiscal Policies and Procedures:** None stated
- **Charter School's or Charter Operator's Response:** ECRA stated that they are aware of the organized ASB duties and responsibilities but are not quite ready to implement the policy and procedure and require the leadership class to develop and adopt the ASB budget. "The policies and procedures listed in the school's financial policies and procedures guide apply to the student body as well. Purchase orders and administrative approval are delineated in the FPP, and the administrator with ASB oversight (or Executive Director) is required to approve ASB-related transactions.
- **CSD's Comments**: While it may not be a formal requirement, the unique nature of ASB differs enough from school operations, making it beneficial to have distinct policies tailored to the Student Body. The ASB activities and adherence to policies could provide students with a valuable learning tool that serves them well beyond high school. **The CSD does see progress in school leadership and their effort to have the student council be involved in the student store operations and allow students to take ownership of their activities and spending, such as having elected student**

officers for each grade level. CSD recommends student council responsibilities and duties be fully implemented by the school. Pages 17 of the 2024 FMCAT ASB Manual state that the main responsibilities of the student council include the following:

- Developing and adopting the annual budget for the student council.
- Authorizing the budgets for all student clubs.
- Authorizing fundraising events for all student clubs, with additional authorization from the principal/school administrator if required in the district. In some districts, the student council is not given this authority; rather, it is notified of what the principal/school administrator has approved.
- Approving expenditures, in addition to approval from a board designee and the ASB advisor. In some districts the student council will approve all club expenditures before the club's purchase order/preapproval form is signed and authorized by the club; in others, the student council approves club expenditures after the club purchase order/preapproval form is signed and authorized by the club; and in others, it does not approve any expenditures for student clubs but is informed of them. The student council must preapprove its own expenditure before spending occurs.
- Reviewing financial reports and bank reconciliations from all student clubs.
- Approving new clubs (in addition to approval from the principal/school administrator).
- Approving any student council committee members for other functions, such as head of lighting and head of sound.
- Approving the student council's policies and procedures and determining how student council members will perform their duties, as well as the consequences for nonperformance of duties.

The CSD recommends that the school implement policies and procedures that take into consideration the guidance established by FCMAT, including the afore-mentioned areas concerning the school's ASB accounts and activities to ensure that ASB funds raised and spent are properly approved, accounted for, and monitored in accordance with sound business practices.

The Charter Schools Division will continue to monitor these issues referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Notes:

I.	***Review of Fiscal Documentation***	***Comments***
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Do not mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Yes
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	El Camino Real Charter High
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	***Review of 2024-2025 Fiscal Preparation Guide***	***Provided***	***Comments***
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	Yes	FASB ASC 715 Actuarial Valuation Report
4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, PERS, OPEB, and Social Security.
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	N/A	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	Backoffice Contract
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2023 to 10/2024 Reviewed 35 checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 5/2024 to 9/2024 Reviewed 25 credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 4/2024 to 9/2024 Reviewed 12 electronic credit/debit transactions for sample testing No discrepancies were noted.
22.	Student Body Financial Records (6 months)	Yes	Period spanning from 4/2024 to 9/2024 Reviewed 4 student body financial transactions for sample testing The CSD's observations were noted under the OO section above.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	N/A	
29.	Disclosure of Legal Issues	Yes	The charter operator disclosed four legal matters and indicated that these issues have no significant financial impact on the organization at this time.

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*
New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **11/21/2024**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

Discussion and Vote on Fortinet Firewall Multi-Year License Renewal

Section: VI. School Business
Item: F. Discussion and Vote on Fortinet Firewall Multi-Year License Renewal
Purpose: Vote
Submitted by:
Related Material: VI. F. - SHI 5-Year.pdf
VI. F. -Fortinet Firewall Renewal Cost Comparison.xlsx

Pricing Proposal
Quotation #: 26402042
Created On: 7/11/2025
Valid Until: 8/8/2025

CA-El Camino Real Charter High School

Ryan Guinto
5440 Valley Circle Blvd
Woodlands Hills
CA
91367
Phone: 818-595-7517
Email: r.guinto@ecrchs.net

Sofia Smith
Phone:
Email: sofia_smith@shi.com

All Prices are in US Dollar (USD)

	Product	Qty	Your Price	Total
1	SN: FG9H1GTB24900337 FG201FT922916991 Start Date: 08/22/2025 End Date: 10/01/2030 Fortinet - Part#: COTERM Contract Name: OMNIA Partners - IT Solutions Contract #: 2018011-02 Coverage Term: 8/22/2025 – 10/1/2030	1	$77,980.85	$77,980.85
			Total	$77,980.85

Additional Comments

By accepting this quote for Fortinet Products, Buyer agrees to the pass-through terms located at https://www.fortinet.com/content/dam/fortinet/assets/legal/EULA.pdf and https://www.fortinet.com/content/dam/fortinet/assets/legal/Fortinet-Service-Offering-Terms.pdf

Due to the potential impact of any current or future tariffs, the price and availability of hardware items on this quote may be subject to change.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date listed above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. For any additional information including Hardware, Software and Services Contracts, please contact an SHI Inside Sales Representative at (888) 744-4084. SHI International Corp. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.

Notice

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

VI. F. -Fortinet Firewall Renewal Cost Comparison.xlsx

Coversheet

Discussion and Vote on Los Angeles County of Education (LACOE) Certificate of Signatures

Section: VI. School Business
Item: G. Discussion and Vote on Los Angeles County of Education (LACOE) Certificate of Signatures
Purpose: Vote
Submitted by:
Related Material: VI. G. - BCSU LACOE1 3.6.20 CS Certification of Signatures Fillable.pdf

_____
CHARTER SCHOOL NAME

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Schools: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____ to _____

In accordance with governing board approval dated _____, 20 _____.

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 11-20-2002

Coversheet

Discussion and Vote on US Bank Authorized Signers

Section: VI. School Business
Item: I. Discussion and Vote on US Bank Authorized Signers
Purpose: Vote
Submitted by:
Related Material:
IV. I a. - Certificate of Authority 2025.pdf
VI. I b. - Authorized Signers_El Camino Real Alliance Employee Retirement Healthcare Trust 2025 (2).pdf
VI. I c. - Authorized Signers_El Camino Real Alliance 2025 (2).pdf

ECR

5440 Valley Circle Blvd.
Woodland Hills CA 91367

Home of Academic, Athletic, & Artistic Excellence

Executive Director: David Hussey
Board President: Brad Wright

CERTIFICATE OF AUTHORITY

Organization: El Camino Real Alliance (full legal name)

The Certifier (as defined below) hereby certifies to U.S. Bank National Association ("USBNA") as follows:

1. The Certifier is a natural person; is responsible for maintaining the records and minutes of the Organization; has the power to identify individuals who are authorized, in the name of and on behalf of the Organization, to execute agreements and to give instructions with respect to all transactions; and, if the Organization is a corporation, is the Organization's duly elected, qualified, and acting corporate secretary.

2. The following individual is authorized, in the name of and on behalf of the Organization, to execute agreements and to give instructions with respect to all transactions:

David Lee Hussey_____
(Printed name)

_____
(Signature)

Executive Director_____
(Title)

Fernando Alberto Delgado_____
(Printed name)

_____
(Signature)

Chief Business Officer_____
(Title)

Such authority is in full force and effect as of the date hereof (and has been for the preceding 30 calendar days); has not been modified, amended, or revoked; and includes, but is not limited to, the authority to execute the Organization's agreements with USBNA, to give instructions under those agreements, and to authorize other individuals to give instructions under those agreements.

ECR

5440 Valley Circle Blvd.
Woodland Hills CA 91367

Home of Academic, Athletic, & Artistic Excellence

Executive Director: David Hussey
Board President: Brad Wright

3. This Certificate complies with the Organization's formation documents, governing documents, policies, procedures, and applicable law. This Certificate has been notarized if notarization is required by applicable law. The statements in this Certificate are true and correct. Amendment or revocation of this Certificate (i) may only be made by a written instrument and (ii) is not effective as to USBNA until USBNA has received that written instrument.

The Certifier hereby executes this Certificate on this _____ day of _____, 20_____.

"Certifier": _____
(Printed name of the Certifier)

_____
(Signature of the Certifier)

_____
(Title of the Certifier)

FORM—AUTHORIZED SIGNERS (PLAN)

This form applies to the U.S. Bank National Association ("USBNA") account identified below and any sub-accounts therein ("Account"), which USBNA maintains under a trust or custody agreement with El Camino Real Alliance ("Customer") ("Agreement").

Account Name:	El Camino Real Alliance Employee Retirement Healthcare Trust
Account Number:	5000852-000

Customer hereby:

1. Identifies 2 or more employees of Customer (or, if Customer is a board of trustees, then two or more of its trustees) who are authorized to act on Customer's behalf under the Agreement:

Full legal name:	David Lee Hussey
Title:	Executive Director
Street address (business):	5440 Valley Circle Blvd
City, state, and zip code:	Woodland Hills, CA 91367
Direct phone number:	(818) 595-7504
Direct alternate phone number:	
Email address:	d.hussey@ecrchs.net
Authority:	Full authority
Signature:	

Full legal name:	Fernando Alberto Delgado
Title:	Chief Business Officer
Street address (business):	5440 Valley Circle Blvd
City, state, and zip code:	Woodland Hills, CA 91367
Direct phone number:	(818) 595-7575
Direct alternate phone number:	
Email address:	f.delgado@ecrchs.net
Authority:	Full authority
Signature:	

Full legal name:	
Title:	
Street address (business):	
City, state, and zip code:	
Direct phone number:	
Direct alternate phone number:	
Email address:	
Authority (*check only one)*:	☐ Full authority ☐ Benefit-distribution authority only ☐ Call-back authority only
Signature:	

And authorizes (*Check A or B. If neither is checked or both are checked, then A and only A is deemed to be checked.*):

☒ A. Each individual identified above acting alone

Powered by BoardOnTrack

☐ B. Any two (2) individuals identified above acting together

To exercise such authority.

2. Attaches a certificate of authority with respect to the person who signs this form's signature block-below.

3. Authorizes the firm identified below ("Third-Party Agent") to act on Customer's behalf under the Agreement (but not to execute the Agreement or any amendment thereto or to terminate the Agreement); authorizes USBNA to rely on Third-Party Agent to identify Third-Party Agent employees who are authorized to act on Third-Party Agent's behalf; authorizes each such employee to act alone on Third-Party Agent's behalf under the Agreement; and acknowledges that USBNA will not enforce any limit on any such employee's authority to act on Third-Party Agent's behalf even if notified of such a limit and directed to enforce it.

Firm's full legal name:	

4. Represents and warrants that each individual or agent identified above has the same authority with respect to the Plan Administrator (as defined in the Agreement) as set forth above with respect to Customer.

5. Certifies that all information in this form is complete and correct; acknowledges that USBNA will rely on this form until USBNA receives notice to the contrary under the Agreement, that the authority granted in this form is subject to applicable USBNA procedures, that USBNA will not enforce any dollar limit on disbursement authority even if notified of a dollar limit and directed to enforce it (other than dollar limits that have been entered into USBNA's online portal), and that the authority granted in this form to Third-Party Agent is subject to USBNA's receipt of Third-Party Agent's authorized-signers form in which Third-Party Agent's name is identical to its name stated above; provides this form according to the terms of the Agreement and applicable law; and amends and restates any existing authorized-signers form provided by Customer.

An authorized officer of Customer (and not a third-party agent on behalf of Customer) hereby executes this form.

CUSTOMER (AS DEFINED IN THIS FORM)

By: _____
(Signature of Customer's authorized officer)

_____
(Printed name of Customer's authorized officer)

Its: _____
(Title of Customer's authorized officer)

Dated: _____

Powered by BoardOnTrack

FORM—AUTHORIZED SIGNERS (GENERIC)

This form applies to the U.S. Bank National Association ("USBNA") account identified below and any sub-accounts therein ("Account"), which USBNA maintains under a trust or custody agreement with El Camino Real Alliance ("Customer") ("Agreement").

Account Name:	El Camino Real Alliance
Account Number:	5000851-000

Customer hereby:

1. Identifies 2 or more employees of Customer (or, if Customer is a trust or a board of trustees, then two or more of its trustees) who are authorized to act on Customer's behalf under the Agreement:

Full legal name:	David Lee Hussey
Title:	Executive Director
Street address (business):	5440 Valley Circle Blvd
City, state, and zip code:	Woodland Hills, CA 91367
Direct phone number:	(818) 595-7504
Direct alternate phone number:	
Email address:	d.hussey@ecrchs.net
Authority:	Full authority
Signature:	

Full legal name:	Fernando Alberto Delgado
Title:	Chief Business Office
Street address (business):	5440 Valley Circle Blvd
City, state, and zip code:	Woodland Hills, CA 91367
Direct phone number:	(818) 595-7575
Direct alternate phone number:	
Email address:	f.delgado@ecrchs.net
Authority:	Full authority
Signature:	

And authorizes (*Check A or B. If neither is checked or both are checked, then A and only A is deemed to be checked.*):

☒ A. Each individual identified above acting alone

☐ B. Any two (2) individuals identified above acting together

To exercise such authority.

2. Attaches a certificate of authority with respect to the person who signs this form's signature block-below.

3. Authorizes the firm identified below ("Third-Party Agent") to act on Customer's behalf under the Agreement (but not to execute the Agreement or any amendment thereto or to terminate the Agreement); authorizes USBNA to rely on Third-Party Agent to identify Third-Party Agent employees who are authorized to act on Third-Party Agent's behalf; authorizes each such employee to act alone on Third-Party Agent's behalf under the Agreement; and acknowledges that USBNA will not enforce any limit on any such employee's authority to act on Third-Party Agent's behalf even if notified of such a limit and directed to enforce it.

Firm's full legal name:	

4. Certifies that all information in this form is complete and correct; acknowledges that USBNA will rely on this form until USBNA receives notice to the contrary under the Agreement, that the authority granted in this form is subject to applicable USBNA procedures, that USBNA will not enforce any dollar limit on disbursement authority even if notified of a dollar limit and directed to enforce it (other than dollar limits that have been entered into USBNA's online portal), and that the authority granted in this form to Third-Party Agent is subject to USBNA's receipt of Third-Party Agent's authorized-signers form in which Third-Party Agent's name is identical to its name stated above; provides this form according to the terms of the Agreement and applicable law; and amends and restates any existing authorized-signers form provided by Customer.

An authorized officer of Customer (and not a third-party agent on behalf of Customer) hereby executes this form.

CUSTOMER (AS DEFINED IN THIS FORM)

By: _____
(Signature of Customer's authorized officer)

_____
(Printed name of Customer's authorized officer)

Its: _____
(Title of Customer's authorized officer)

Dated: _____

Powered by BoardOnTrack

Coversheet

Discussion and Vote on Historically Black College and University (HBCU) College Trip

Section: VI. School Business
Item: L. Discussion and Vote on Historically Black College and University (HBCU) College Trip
Purpose: Vote
Submitted by:
Related Material: scan0001.pdf

Invoice

LANDMARK

Invoice number USARZC6U-0004
Date of issue August 25, 2025
Date due August 25, 2025

Landmark Educational Tours, LLC
1 Central St
Suite 205
Middleton , Massachusetts 01949
United States
+1 888-886-2781
Hello@LandmarkEducationalTours.com

Bill to
Minita Clark
El Camino Real Charter High School
5440 Valley Circle Blvd
Woodland Hills, California 91367
United States
m.clark@ecrchs.net

$74,912.00 USD due August 25, 2025

Pay online

Description	Qty	Unit price	Amount
Youth Trip Package - HBCU Tour Trip	32	$2,341.00	$74,912.00
Adult Trip Package - HBCU Tour Trip	3	$0.00	$0.00

Subtotal	$74,912.00
Total	$74,912.00
Amount due	**$74,912.00 USD**

Payment Instructions

For ACH/Wire Transfers:
Beneficiary: Landmark Educational Tours LLC
Bank Name: Salem Five Bank
Routing Number: 211370558
Account Number: 10002161907

For Check Payments:
Payable To: Landmark Educational Tours LLC
Mailing Address:
1 Central Street, Suite 205
Middleton, MA 01949

Older versions of this invoice have been voided: USARZC6U-0003, USARZC6U-0002, USARZC6U-0001