



# El Camino Real Charter High School

## Regular Board Meeting

5-14-2026 Regular Board Meeting

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### Date and Time

Thursday May 14, 2026 at 5:30 PM PDT

### Location

El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

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### REGULAR BOARD MEETING

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

### INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND OTHER MEETING

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

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## **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.

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

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

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

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

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
Opening Items			
<b>A.</b>	Call the Meeting to Order	Brad Wright	1 m
<b>B.</b>	Record Attendance and Guests	Vania Rodriguez	1 m
<b>C.</b>	Pledge of Allegiance to the United States of America (USA)	David Hussey	1 m
<b>D.</b>	Public Comments	Public	30 m

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	Purpose	Presenter	Time
<b>II. Closed Session</b>			<b>6:03 PM</b>
<b>A.</b> Public Employee Discipline/Dismissal/Release (§54957)  Public Employee Discipline/Dismissal/Release Pursuant to Paragraph (1) of subdivision (B) of Government Code Section 54957	Discuss	David Hussey	10 m
<b>B.</b> CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION  Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: Two (2) cases.	Discuss	Roger Scott	10 m
<b>III. Reconvene to Open Session</b>			<b>6:23 PM</b>
<b>A.</b> Report on Actions Taken in Closed Session, If Any	Discuss	Brad Wright	5 m
<b>IV. Consent</b>			<b>6:28 PM</b>
<b>A.</b> Approve Minutes of April 16, 2026 Finance and Investment Committee Meeting	Approve Minutes	Brad Wright	1 m
<b>B.</b> Approve Minutes of April 16, 2026 Special Board meeting	Approve Minutes	Brad Wright	1 m
<b>V. Finance Voting</b>			<b>6:30 PM</b>
<b>A.</b> Discuss and Vote on the April 2026 Check Registers  Prior to the vote, Mr. Delgado, CBO will discuss the April 2026 check registers and answer any questions.	Vote	Fernando Delgado	10 m
<b>B.</b> Discuss and Vote on the April 2026 Credit Card Charges	Vote	Fernando Delgado	10 m

	Purpose	Presenter	Time
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Prior to the vote, Mr. Delgado, CBO will present the April 2026 Credit Card Charges and answer any questions.

**VI. School Business Voting 6:50 PM**

- |   |      |              |      |
|---|------|--------------|------|
| <b>A.</b> Discuss and Vote to Approve the 2026-2027 Service Agreement with Sage SoCal, Inc. | Vote | David Hussey | 10 m |
|---|------|--------------|------|

Prior to the Vote, David Hussey, Executive Director, will present the one-year service agreement with Sage SoCal, Inc. and answer any questions.

- |   |      |                  |      |
|---|------|------------------|------|
| <b>B.</b> Discuss and Vote on the 2026-2027 Textbook Budget | Vote | Fernando Delgado | 15 m |
|---|------|------------------|------|

Prior to the vote, Mr. Delgado, CBO will present the 2026-2027 Textbook budget and answer any questions.

- |  |      |              |     |
|--|------|--------------|-----|
| <b>C.</b> Discuss and Vote on the Collective LAUSD SELPA Notification Letter | Vote | David Hussey | 5 m |
|--|------|--------------|-----|

Prior to the vote, Mr. Hussey, Executive Director, will present the draft notification letter to LAUSD re: reservation of rights to exit the LAUSD SELPA and answer any questions.

- |   |      |                  |      |
|---|------|------------------|------|
| <b>D.</b> Discuss and Vote on the New Back Office Provider, Harness | Vote | Fernando Delgado | 10 m |
|---|------|------------------|------|

Prior to the vote, Mr. Delgado, CBO will discuss the new back office provider, Harness and answer any questions.

- |   |      |                   |      |
|---|------|-------------------|------|
| <b>E.</b> Discuss and Vote on the Creation of the Chief Academic Officer Position | Vote | Alexandra Ramirez | 30 m |
|---|------|-------------------|------|

Prior to the vote, Mr. Wright, Board Chair will discuss the creation of the Chief Academic Officer position.

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|---|------|------------|------|
| <b>F.</b> Discuss and Vote on the Attendance Recovery Policy Program and Related Attendance Items | Vote | Jason Camp | 20 m |
|---|------|------------|------|

Mr. Camp, Administrative Director will present the Attendance Recovery Policy Program and Related Attendance Items and answer any questions.

**VII. Finance Discuss 8:20 PM**

- |   |         |                  |      |
|---|---------|------------------|------|
| <b>A.</b> Discuss the April 2026 Financial Update | Discuss | Fernando Delgado | 15 m |
|---|---------|------------------|------|

	Purpose	Presenter	Time
Mr. Delgado, CBO, will present the April, 2026 Financial Update and answer any questions.			
<b>B.</b> Discuss the April 2026 Investment Update	Discuss	Fernando Delgado	15 m
Mr. Delgado, CBO, will present the April, 2026 ECRCHS Investment Update and answer any questions			
<b>VIII. School Business Discuss</b>			<b>8:50 PM</b>
<b>A.</b> Discuss Future and Potential Graduation Requirements	Discuss	David Hussey	20 m
Mr. Hussey, Executive Director will present future and potential graduation requirements			
<b>B.</b> Discuss the Local Control Accountability Plan (LCAP) 2026-2027 Proposed Goals and Actions	Discuss	Minita Clark	30 m
Dr. Clark, Administrative Director, will lead a discussion on Local Control Accountability Plan (LCAP) 2026-2027 Proposed Goals and Actions ahead of a possible vote to be scheduled for a subsequent board meeting.			
<b>C.</b> Executive Director Update	FYI	David Hussey	10 m
<b>D.</b> Chief Business Officer Update	FYI	Fernando Delgado	10 m
<b>E.</b> Board Chair Update	Discuss	Brad Wright	10 m
<b>IX. Closing Items</b>			<b>10:10 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Brad Wright	1 m

## Coversheet

### Approve Minutes of April 16, 2026 Finance and Investment Committee Meeting

**Section:** IV. Consent  
**Item:** A. Approve Minutes of April 16, 2026 Finance and Investment Committee Meeting  
**Meeting**  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Finance and Investment Board Committee Meeting on April 16, 2026

APPROVED



# El Camino Real Charter High School

## Minutes

### Finance and Investment Board Committee Meeting

4-16-26 Finance and Investment Board Committee Meeting

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#### Date and Time

Thursday April 16, 2026 at 5:45 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

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

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

#### **ATTENTION:**

**WE HAVE RETURNED TO "IN-PERSON" FINANCE AND INVESTMENT COMMITTEE MEETINGS.**

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**Committee Members Present**

Alexandra Ramirez, Brad Wright

**Committee Members Absent**

None

**Guests Present**

David Hussey, Fernando Delgado, Vania Rodriguez

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**I. Opening Items**

**A. Call the Meeting to Order**

Alexandra Ramirez called a meeting of the Finance and Investment Committee of El Camino Real Charter High School to order on Thursday Apr 16, 2026 at 5:45 PM.

**B. Record Attendance and Guests**

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

Mr. Hussey led the Pledge of Allegiance.

**D. Public Comments**

Mrs. Rodriguez confirmed that there were no requests for public comment.

**E. CBO Report**

**Enrollment Update**

- Current enrollment stands at 2,827 students
- Includes 69 foreign exchange students
- Month 7 (recently closed):
  - Shows a net loss of 7 students
- Enrollment has been fluctuating throughout the year
- Discussion referenced prior figures, indicating some confusion or inconsistency in earlier reported totals
- Administration will continue monitoring enrollment trends closely, especially approaching the final quarter

**Attendance & Funding (P2 Reporting)**

- P2 reporting identified as a critical upcoming milestone
- Covers Months 1–8
- Determines a significant portion of state funding
- Report submission expected by the end of the month
- Emphasis on accuracy and stability of data due to financial impact

**LCAP Development (2026–2027 School Year)**

- LCAP (Local Control and Accountability Plan) development has officially started
- Business team is:
  - Meeting with teachers and departments
  - Collecting input to align priorities with school needs
- Goal is to ensure strategic alignment between funding and program goals

**Financial Tracking & Transparency Improvements**

- Development of a matrix dashboard to:
  - Track spending

- Monitor program progress
- Provide a centralized view for decision-making
- Accounting team is working to:
  - Strengthen spend management
  - Improve project tracking systems
  - Focus on more precise documentation of LCAP expenditures throughout the year

### **Staff Feedback & Response**

- Staff have requested:
  - Greater clarity
  - Improved transparency in financial reporting
  - Clear comparison between:
    - Budgeted amounts
    - Actual expenditures
- Current improvements are designed to address these concerns directly

## **II. Investment**

### **A. March 2026 Investment Update**

#### **OPEB Trust Performance (March 2026)**

- **Ending Balance (March 31, 2026):**
  - Approximately \$34.4 million (\$34,402,558)
- **Monthly Performance:**
  - 5.6% decline for March
  - Decline reflects market-driven losses, not operational issues

#### **Market Conditions & Key Drivers**

- March described as a difficult month across capital markets
- Key contributing factors:
  - Equity market decline
  - S&P 500 fell approximately 5% in March
  - Represents the worst quarterly performance since Q3 2022
  - External/global conditions (e.g., geopolitical factors) noted as influencing volatility

#### **Fiscal Year-to-Date (FYTD) Performance**

- Despite March losses:
  - OPEB Trust remains +3.0% FYTD
- Performance is:
  - Aligned with policy benchmarks

- Still considered stable over the long term

### Manager Performance Summary

- **OPEB Trust (Fiduciary Management):**

- March: -8.3%
- FYTD: -12.5%

- **Beacon Pointe (OPEB Account):**

- March: -5.4%
- FYTD: +4.3%

- **General Investment Accounts:**

- **Fiduciary Management:**

- March: -8.3%

- **Beacon Pointe:**

- March: -3.6%
- FYTD: +5.6%

### Portfolio Value Context

- Total investment portfolio value:
  - \$42.5 million as of March 31, 2026
- Increased from \$41.6 million on July 1, 2025
- Indicates overall growth despite recent monthly decline

### Next Steps & Recommendations

- Staff and Beacon Pointe will:
  - Continue monitoring portfolio performance
  - Ensure alignment with the Investment Policy Statement (IPS)
- Any proposed changes to:
  - Asset allocation
  - Investment managers
  - Will be brought to the Board for formal review
- Ongoing focus on:
  - OPEB performance gap tracking
  - Maintaining long-term investment stability

## III. Finance

### A. March 2026 Financial Update

#### March 2026 Financial Update

**Presenter:** Mr. Delgado, Chief Business Officer (CBO)

#### April 2026 Investment Outlook

- **Market Conditions (Early April)**

- Markets have shown initial signs of recovery following March declines
- Improved sentiment driven by:
  - Potential easing of geopolitical tensions
- However:
  - Volatility remains elevated
  - Overall environment still uncertain

• **Advisor Insight – Beacon Pointe Advisors**

- Portfolio remains:
  - Well-diversified
  - Aligned with long-term Investment Policy
- Short-term fluctuations are expected within current market conditions

**Recommended Actions**

- No changes recommended at this time to:
  - Investment Policy
  - Asset Allocation
- March decline:
  - Consistent with broad market performance
  - Portfolio diversification functioned as intended
  - Notably supported by alternative investments allocation

**Monitoring Priorities for the Board**

**1. Manager Performance Comparison**

- Continue tracking performance differential between:
  - Beacon Pointe Advisors
  - Fiduciary Management
- If gap persists through fiscal year-end:
  - Staff will recommend a formal review of Fiduciary Management relationship

**2. April Market Rebound**

- Monitor whether early recovery sustains or weakens
- Key external risks:
  - Trade policy developments
  - Interest rate expectations
  - Ongoing geopolitical conditions

**3. Upcoming Quarterly Review**

- Next quarterly portfolio review with Beacon Pointe will:
  - Provide clearer insight into recovery trajectory
  - Identify any needed tactical adjustments

**Overall Position**

- Portfolio remains:

- Stable in structure
- Strategically aligned for long-term performance
- Current approach emphasizes:
  - Monitoring over immediate action
  - Maintaining discipline amid short-term volatility

### **Budget Development (2026–2027)**

- Entering budget development season for the upcoming fiscal year
- Two major variables must be finalized before building spending assumptions:
  - P2 reporting (attendance-based funding)
  - Revenue projections tied to enrollment/ADA
- P2 data (Months 1–8) will be finalized by the end of the month
- Once P2 is confirmed:
  - The team will refine the assumption sheet
  - Allows for more accurate forecasting and budget planning
- Emphasis on:
  - Data-driven budgeting
  - Avoiding premature assumptions before final funding figures are known

### **Investment Update Integration**

- Referenced the March 2026 investment performance:
  - OPEB Trust declined by 5.6% in March

### **Financial Reporting & Presentation Approach**

- Introduced a new approach to financial reporting for the Board
- First time incorporating a PowerPoint presentation format
- Current reporting formats being tested:
  - Dashboard-style visuals
  - PowerPoint presentations
  - Executive summaries
- Goal:
  - Determine which format is most effective and accessible for Board members
- A two-page high-level summary was also provided:
  - Designed for quick reference and clarity
  - Complements more detailed reports

### **Board Engagement & Feedback**

- Board members were invited to:
  - Share preferences on reporting format
  - Provide input on what is easiest to understand and most useful
- CBO emphasized flexibility:

- Will adjust reporting style based on Board guidance

**B. Discussion and Vote to Recommend to the Full Board Approval of the March 2026 Check Registers**

**Presenters:**

Mr. Delgado, Chief Business Officer (CBO)  
 Janneyra Verduzco, Director of Accounting and Finance

**Main Check Register (General Payables)**

- Serves as the primary account for issuing payables
- Dashboard includes a highlight of highest vendor payments for transparency
- Notable expense:
  - \$299,700.28 paid to Avery Jones Educational Solutions
  - For laptop purchases (accounted in April)
- Additional expenditures:
  - Multiple Amazon purchases, categorized by department
- Payment activity:
  - 79 ACH payments issued
  - 122 checks issued
  - ~200 total payments processed monthly
- Recurring vendors mentioned:
  - Charter
  - Wallace
  - Super Subs

**AP – ASB Trust Account (Student Activity Funds)**

- Used for student-related transactions and activities
- Payment activity:
  - 48 checks issued
- Vendors include:
  - HD Print & Design
  - Picture Perfect Graphics
  - GNG (student supply vendor)
  - Legacy Awards
  - SoCal Flowers
- Example expense:
  - Purchase of flowers for a student event

**Fundraising Account**

- Minimal activity:
  - Single recurring check issued
- Vendor:

- Charcoals Division
- Purpose:
  - Weekly purchase of bagels and cream cheese (every Wednesday)
- Supplies appear to be procured in bulk for the year

### **General Account (Recurring Expenses)**

- Covers ongoing operational payables
- Recurring vendors/services include:
  - Charter
  - Save (likely services/subscriptions)
  - Spencer
  - Purchase Power
  - AVID
  - LegalShield

### **Additional Notes**

- Expenses are organized and sortable by payee for easier tracking
- Emphasis on recurring payments and operational consistency
- No concerns or questions were raised following the presentation

Alexandra Ramirez made a motion to Recommend to the Full Board Approval of the March 2026 Check Registers.

Brad Wright seconded the motion.

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

## **C. Discussion and Vote to Recommend to the Full Board Approval of the March 2026 Credit Card Charges.**

### **Presenters:**

Mr. Delgado, Chief Business Officer (CBO)

Janeyra Verduzco, Director of Accounting and Finance

### **Oversight and Review Process**

- A detailed audit and review is conducted for all credit card transactions
- Focus on cards issued to:
  - Mr. Hussey
  - Mr. Delgado
- Each transaction includes:
  - Supporting purchase orders
  - Formal approval documentation
  - Identification of:
    - Requesting individual
    - Department
    - Associated account or funding source

- Ongoing improvements:
  - Enhancing transaction descriptions to include:
    - Purpose of expense
    - Number of students involved
    - Business justification (especially for travel)

### **Documentation Clarification**

- A missing description was identified for:
  - DigiCert charge
- Clarified as payment for an SSL certificate
- Noted need to ensure complete and consistent descriptions for all entries

### **Mr. Hussey's Credit Card Summary**

- Total charges: \$47,093.92
- All transactions:
  - Reviewed and verified
  - Properly documented with purchase orders and approvals

### **Mr. Delgado's (Fernando's) Credit Card Summary**

- Total charges: \$47,321.25
- Key expenses include:
  - Courtyard San Diego trip
    - Related to Robotics program
    - Charged to appropriate robotics trust account
  - Indeed (HR expenses)
    - Recruitment-related costs
  - Six Flags Magic Mountain
    - Associated with STEP Nationals event
- Travel activity:
  - Students recently attended a national championship in Pensacola, Florida
  - 45 students participated
  - Anticipated reimbursement for trip expenses

### **Contested Charge**

- A \$2.49 charge was flagged as contested:
  - Likely related to a Google charge
  - Reviewed and acknowledged during discussion

### **Additional Notes**

- Continued emphasis on:
  - Transparency and accountability in credit card usage

- Clear linkage between expenses and student programs or operational needs
- No further questions or concerns were raised following clarification

Brad Wright made a motion to Recommend to the Full Board Approval of the March 2026 Credit Card Charges.

Alexandra Ramirez seconded the motion.

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

## **D. Discussion and Review of the 2024-2025 IRS Form 990 (Non-Profit Tax Return)**

### **Filing Timeline & Process**

- Official IRS deadline: November, but organization files an extension (Form 8868) to May 15
- Board meeting scheduled before May 15 to allow timely approval
- Form is prepared by Christy White & Associates using audited financial statements
- Filing is informational only (not a tax bill):
  - Reports revenue, expenses, and financial activity to federal and state authorities

### **Purpose and Components of Form 990**

- Public disclosure document for tax-exempt organizations
- Includes:
  - Financial overview (revenue, expenses, operating results)
  - Year-over-year comparisons
  - Compensation disclosures (executives, board members)
  - Governance and compliance policies
- Required due to organization's revenue size (full Form 990 vs simplified versions)

### **Financial Highlights (2024–2025)**

- Total Revenue: ~\$49.0M (down from \$55.3M previous year)
- Net decrease: \$6.3M
- Primary reasons for revenue decline:
  - Decrease in enrollment
  - Reduction in one-time funding sources
- Expenses:
  - Relatively stable (only ~0.3% change)
  - Increased spending due to raises and operational costs
- Net Assets:
  - Increased from ~\$47M to \$50.1M
  - Growth supported largely by investment gains

### **Revenue Breakdown**

- Government Grants (LCFF & state funding):

- Major revenue source
- Declined by ~\$5.7M (~11%)
- Program Service Revenue:
  - Increased due to international student tuition (~+\$1.5M)
- Investment Income:
  - Includes dividends and interest
  - Critical in offsetting operational deficit

### **Operating Position**

- Organization is operating at a deficit (~\$1.7M) from core operations
- Investment income helps keep overall finances positive (“in the black”)
- Concern raised:
  - Investment income may not be reliable long-term
  - Future budgeting will use conservative estimates (4–5% returns)

### **Expense Breakdown**

- Salaries and personnel costs: ~70% of total expenses
- Other expenses include:
  - Books and supplies (~6%)
  - Substitute teachers (~3%)
  - Charter authorizer fees
- Total expenses approximately \$49.5M

### **Reserves and Financial Strategy**

- Organization holds approximately \$23M in reserves
- Monthly operating cost: ~\$3M (≈7 months coverage)
- Leadership emphasized:
  - Reserves are a “rainy day fund”
  - Not intended for bonuses or discretionary spending
  - Importance of maintaining at least 6 months of reserves

### **Executive Compensation Disclosure**

- Required public disclosure in Form 990:
  - Lists highest-paid employees and leadership
  - Includes salary, benefits, and pension contributions
- Noted:
  - 106 employees earning over \$100,000
  - Board members receive no compensation

### **Independent Contractors**

- Major vendors include:

- Food services (e.g., Chartwells)
- Substitute staffing providers
- Security and other contracted services
- Contract costs are usage-based (hourly/services rendered)

### **Financial Position (Balance Sheet)**

- Total Assets: ~\$60.6M (increase of ~\$6M)
- Total Liabilities: Increased by ~\$3M
- Net Assets: ~\$50.1M
- Includes \$3.34M unrealized investment gains:
  - Not actual cash; reflects market value changes

### **Governance & Compliance**

- Organization meets key IRS governance standards:
  - Independent board oversight
  - Conflict of interest policy
  - Whistleblower policy
  - Document retention policy
- Independent audits conducted regularly
- No unrelated business income reported (no Form 990-T required)

### **Key Takeaways**

- Revenue declined significantly (~11.4%) due to enrollment and funding changes
- Financial position remains stable but requires monitoring
- Investment income is currently critical to maintaining positive net results
- Core operations alone are not fully self-sustaining at present

## **IV. School Business**

### **A. Discussion and Vote to Recommend to the Full Board for the Awarding of the 2026-27 E-Rate Network Project**

#### **Discussion and Vote to Recommend to the Full Board for the Awarding of the 2026–27 E-Rate Network Project E-Rate Program & Funding**

- The project was bid through Infinity, the school's E-Rate consultant
- Participation in the E-Rate program allows the school to:
  - Secure approximately a 60% discount on eligible services
- The current year marks:
  - The first year of a new five-year E-Rate cycle
- The school expects:
  - Approximately \$600,000 in federal funding allocated for:

- Internet services
- Network infrastructure improvements

### **Project Scope & Purpose**

- Focus on upgrading the network backbone infrastructure, specifically:
  - Replacement/upgrading of network switches
- Rationale for upgrade:
  - Existing switches are underpowered
  - Increased demand from:
    - Wireless access points
    - Security cameras
    - HVAC systems
  - New systems require greater power and capacity to function efficiently
- Goal:
  - Improve network performance, reliability, and scalability

### **Bidding Process**

- The project was formally put out for bid
- Three vendors submitted proposals

### **Proposal Evaluation Findings**

- One vendor (BDJ) submitted:
  - A vendor quote instead of a complete proposal
  - An incomplete RFP response, including:
    - Missing 21 required electronic items
- This proposal was deemed non-compliant/incomplete

### **Selected Vendor**

- The contract is recommended to be awarded to:
  - Golden Star Technology (GST)
- Reasons for selection:
  - Submitted a complete and compliant proposal
  - Offered the most economical pricing among qualified bidders
  - Demonstrated familiarity with the existing system/environment, adding implementation efficiency

### **Conclusion**

- After reviewing all submissions:
  - GST emerged as the most qualified and cost-effective vendor
- Recommendation:

- Proceed with awarding the project to Golden Star Technology

Brad Wright made a motion to Recommend to the Full Board for the Awarding of the 2026-27 E-Rate Network Project.

Alexandra Ramirez seconded the motion.

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

## V. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:21 PM.

Respectfully Submitted,

Vania Rodriguez

Brad Wright made a motion to Adjourn the meeting.

Alexandra Ramirez seconded the motion.

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

# Coversheet

## Approve Minutes of April 16, 2026 Special Board meeting

**Section:** IV. Consent  
**Item:** B. Approve Minutes of April 16, 2026 Special Board meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on April 16, 2026

APPROVED



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

4-16-26 Special Board Meeting

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#### **Date and Time**

Thursday April 16, 2026 at 5:30 PM

#### **Location**

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

5440 Valley Circle Woodland Hills CA 91367, and

15892 Standish Lane, Huntington Beach, CA 92647

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

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#### **SPECIAL BOARD MEETING**

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

#### **ATTENTION:**

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

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

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

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

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

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

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

These presentations are limited to **two (2) minutes** and total time allotted is only for the topics in the agenda items and will not exceed fifteen (15) minutes. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall be permitted twice the allotted time to speak, and the total allocated time shall be appropriately increased as well.

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

**IMPORTANT NOTE REGARDING PUBLIC COMMENTS:**

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

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

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

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

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

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**Directors Present**

Alexandra Ramirez, Brad Wright, Joe Kolkowitz, Norris Gunby, Ronald Laws

**Directors Absent**

Linda Ibach, Steven Kofahl

**Directors who arrived after the meeting opened**

Ronald Laws

**Guests Present**

David Hussey, Fernando Delgado, Vania Rodriguez

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**I. Opening Items**

**A. Call the Meeting to Order**

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Thursday Apr 16, 2026 at 5:30 PM.

Ronald Laws arrived at 5:31 PM.

**B.**

## Record Attendance and Guests

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

### D. Public Comments

No public comments

Norris Gunby made a motion to move into closed session.

Ronald Laws seconded the motion.

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

## II. Reconvene to Open Session

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

Reconvened to open session at 5:33 pm.

There were no items to report from closed session

### B. Discuss and possible vote on rescission of some or all certificated reductions in force

Mr. Wright stated that the Board would vote on rescinding the two remaining Reduction in Force (RIF) notices issued to teachers.

Joe Kolkowitz made a motion to Approve the rescission of some or all certificated reductions in force.

Ronald Laws seconded the motion.

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

## III. Closing Items

### A. Adjourn Meeting

Joe Kolkowitz made a motion to adjourn the meeting.

Ronald Laws 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 5:35 PM.

Respectfully Submitted,

Vania Rodriguez

# Coversheet

## Discuss and Vote on the April 2026 Check Registers

**Section:** V. Finance Voting  
**Item:** A. Discuss and Vote on the April 2026 Check Registers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** April 2026 Check Register\_1287 Fundraising Account.pdf  
April 2026 Check Register\_1761 General Account.pdf  
April 2026 Check Register\_1826 ASB Trust Account.pdf  
April 2026 Check Register\_1796 AP Account.pdf  
ASB Trust Balance as of 04-30-2026..pdf

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
Account: 1287 Fundraising  
APRIL 2026**

**Total** \$371.02

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
2714 Chartwells Division Services	0624	4/23/2026	INV 4034900247 March 2026 Bagel Wednesday/Faculty Staff Appreciation	\$371.02	Food Service (Cafeteria)	9151-0 Fundraising, Restricted

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1761 General  
APRIL 2026**

**Total** \$771,662.86

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
PenServ Plan Services	ACH260401-01	4/2/2026	403(B) Funding Payroll period: Semimonthly 03/16/2026-03/31/2026	\$42,511.75	General Operations	0000-0 General
CharterSafe	ACH260403-01	4/3/2026	CHARTERSAFE - APR 2026 INV# 51768	\$55,427.00	General Operations	0000-0 General : 0300-0 Operations
Self Insured Schools of California	ACH260414-01	4/14/2026	SISC HEALTH- MARCH 2026	\$334,139.18	Administrative	0000-0 General, 1400-0 Education Protection Account, 6500-0 Special Education, 6770 - Arts and Music in Schools (AMS)- (Prop 28)
Self Insured Schools of California	ACH260416-01	4/16/2026	SISC HEALTH- APRIL 2026	\$335,309.53	Administrative	0000-0 General, 1400-0 Education Protection Account, 6500-0 Special Education, 6770 - Arts and Music in Schools (AMS)- (Prop 28)
California Department of Tax & Fee Administration	ACH260420-01	4/20/2026	CDTFA - Q1 2026	\$3,398.00	General Operations	9150-0 Trust/Club, 6770 - Arts and Music in Schools (AMS)- (Prop 28)
PenServ Plan Services	ACH260420-02	4/30/2026	403(B) Funding Payroll period: Semimonthly 04/01/2026-04/15/2026	\$625.78	General Operations	0000-0 General
EDD (Employment Development Dept.)	ACH260424-01	4/24/2026	SUI Fund PYMT for March 2026	\$14.49	General Operations	0000-0 General
PPLSI	ACH260428-01	4/28/2026	LEGALSHIELD - April 2026 PAYROLL	\$50.85	General Operations	0000-0 General
Purchase Power (Pitney Bowes)	ACH260428-02	4/28/2026	POSTAGE REFILL - April till July 2026	\$186.28	General Operations	0000-0 General

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1826 ASB Trust  
APRIL 2026**

**Total** \$56,666.48

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
5975 Sunset Builders Inc	3821	4/7/2026	INV 1132399 JV Clubhouse Project - P02066	\$8,500.00	TRUST - Baseball	9150-0 Trust/Club : 1100 Athletics
4265 Grand G&G Inc.	3822	4/9/2026	INV 107748 Student Store Snack Inventory	\$1,898.99	ASB General	9150-0 Trust/Club : 1000 ASB
5424 Ameci Pizza	3823	4/9/2026	Pizza for Creative Writing Club 04/09/2026 - PO02239	\$30.73	TRUST - Creative Writing	9150-0 Trust/Club
1833 Amazon	3824	4/14/2026	INV IFRD-C7M4-M4DI Amazon Supplies - P01697:TRUST - Band	\$131.64	TRUST - Band	9150-0 Trust/Club
1833 Amazon	3825	4/14/2026	INV INRM-YPR7-FVGP Amazon Supplies - P01697:TRUST - Band	\$228.18	TRUST - Band	9150-0 Trust/Club
1833 Amazon	3826	4/14/2026	INV 16N9-NYLX-RHCN Student Council Items P01957 TRUST - Grad Class 2026	\$102.96	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3827	4/14/2026	INV IF6R-RXQJ-KYDQ Step Team Outfits P01986: TRUST - Step	\$133.09	TRUST - Step	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3828	4/14/2026	INV IGWQ-VGMC-K73D Scrimmage Vests - P01958:TRUST - Grad Class 2026	\$43.88	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3829	4/14/2026	INV 13DI-MP37-W9HH Supplies for Club - P01930:TRUST - Hope Through Hearts	\$86.02	TRUST - Hope Through Hearts	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3830	4/14/2026	INV IVCP-WG6C-L6MW Amazon Supplies - P01961:TRUST - Grad Class 2026	\$87.18	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3831	4/14/2026	INV KWMM-WGWY-KNVV Amazon Supplies - P01966:ASB General	\$43.20	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3832	4/14/2026	INV 1LHF-MHMR-KGHJ Amazon Supplies - P01930:TRUST - Hope Through Hearts	\$32.90	TRUST - Hope Through Hearts	9150-0 Trust/Club : 1000 ASB
1945 Brooks Transportation Inc.	3833	4/14/2026	INV 28604 3/28/26 Round Trip to Downey HS - PO02160	\$1,395.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
5395 Courtney Coffey	3834	4/14/2026	03/26 Colorguard Coaching - PO02194	\$600.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
2067 Deny Sportswear	3835	4/14/2026	INV 7187 PMJ All-Pro Hall Of Fame - PO02076	\$969.69	TRUST - Boys Basketball	9150-0 Trust/Club : 1100 Athletics
2462 Pyro Spectaculars	3836	4/14/2026	order# SO50977 special firework display 4/17/26 PO02234	\$10,022.00	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3837	4/14/2026	INV 1XJT-WHDT-KTQK Amazon Supplies - P01958:TRUST - Grad Class 2026	\$70.20	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
168 1 AUDRA HERRERA	3838	4/14/2026	Reimbursement for creative writing club	\$257.73	TRUST - Creative Writing	9150-0 Trust/Club
1833 Amazon	3839	4/15/2026	INV IPVT-DDGT-WPIY Amazon Supplies - P01889:TRUST - Grad Class 2026	\$41.71	TRUST - Grad Class 2026	0000-0 General : 0300-0 Operations
1833 Amazon	3840	4/15/2026	INV 1YH3-9CDG-6RDY Amazon Supplies - P01891:TRUST - Grad Class 2026	\$317.16	TRUST - Grad Class 2026	9150-0 Trust/Club
1833 Amazon	3841	4/15/2026	INV 1J3R-1Y74-NYGF Amazon Supplies - P01957:TRUST - Grad Class 2026	\$62.30	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3842	4/15/2026	INV 1QJY-97PC-PIV6 Amazon Supplies - P01956:ASB General	\$32.91	ASB General	9150-0 Trust/Club : 1000 ASB
4802 Sly Graphics Corp	3843	4/15/2026	INV 10292 Balloon column - PO02276	\$576.12	ASB General	9150-0 Trust/Club
5205 Custom Stats Cards	3844	4/15/2026	INV 1313 Banner for Powder Puff - PO02275	\$1,724.62	ASB General	9150-0 Trust/Club : 1000 ASB
4832 Village Christian Basketball	3845	4/16/2026	INV 1026 FS/JV Thanksgiving Basketball Tournament - PO02264	\$590.00	TRUST - Boys Basketball	9150-0 Trust/Club : 1100 Athletics
1945 Brooks Transportation Inc.	3846	4/16/2026	INV 28152 Color Guard Competition @ Chino HS 2/21/26 PO02193	\$1,650.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
1947 BSN Sports LLC	3847	4/16/2026	INV 933858729 Boys Volleyball Gear P02056	\$2,710.76	TRUST - Boys Volleyball	9150-0 Trust/Club : 1100 Athletics
4265 Grand G&G Inc.	3848	4/16/2026	INV 107956 Student Store Snack Inventory	\$1,622.30	ASB General	9150-0 Trust/Club : 1000 ASB
5424 Ameci Pizza	3849	4/17/2026	INV 6680 21 Pizza Sales at Powder Puff 4/17/2026 - PO02304	\$261.21	ASB General	9150-0 Trust/Club
5424 Ameci Pizza	3850	4/17/2026	INV 6681 20 Student pizza's for campus beautification 4-18-26- P02305	\$261.21	ASB General	9150-0 Trust/Club
1833 Amazon	3851	4/21/2026	INV 1KWM-WGWY-KG6L Amazon employee appreciation gifts - P01956:ASB General	\$32.91	ASB General	9150-0 Trust/Club : 1000 ASB
5945 FunFlicks of Southern California	3852	4/21/2026	INV 59075159 Blockbuster Movie Screen & Equipment PO02139	\$1,350.96	ASB General	9150-0 Trust/Club : 1000 ASB
1947 BSN Sports LLC	3853	4/21/2026	INV 933332528 Gear for Softball - PO02271	\$767.20	TRUST - Softball	9150-0 Trust/Club : 1100 Athletics
5550 Justin Page	3854	4/21/2026	03/26 Instruction for Band - PO02222	\$750.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
2249 John Burroughs High School	3855	4/21/2026	12/25 Basketball Tourney Entry Fees - P01707	\$375.00	TRUST - Girls Basketball	9150-0 Trust/Club : 1100 Athletics

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1826 ASB Trust  
APRIL 2026**

**Total** \$56,666.48

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
2249 John Burroughs High School	3856	4/21/2026	12/20/25 Girls Basketball Shootout - P01706	\$200.00	TRUST - Girls Basketball	9150-0 Trust/Club : 1100 Athletics
2067 Deny Sportswear	3857	4/21/2026	INV 5547 Senior Jersey plaque - P02055	\$207.82	TRUST - Softball	9150-0 Trust/Club : 1100 Athletics
2035 Countdown Printables	3858	4/23/2026	INV 33617-1 Pullover, Polo Design P01920	\$2,676.87	TRUST - Softball	9150-0 Trust/Club : 1100 Athletics
6006 Mendez Tacos and Catering LLC	3859	4/23/2026	INV 1015 Tacos & serv. for Girls Banquet (200 ppl)- PO02290	\$2,400.00	TRUST - Girls Soccer	9150-0 Trust/Club : 1100 Athletics
2249 John Burroughs High School	3860	4/23/2026	Voided	-	TRUST - Girls Basketball	9150-0 Trust/Club : 1100 Athletics
5791 Tyler Newman	3861	4/23/2026	INV20250820173951 Strength Training 08/20 - 10/15 - PO02122	\$1,600.00	TRUST - Boys Basketball	9150-0 Trust/Club : 1100 Athletics
5424 Ameci Pizza	3862	4/23/2026	04/23/26 15 Pizzas for Senior Move night - PO02339	\$203.16	ASB General	9150-0 Trust/Club
5997 Abraham Elizalde	3863	4/28/2026	INV 1001 Sand Volleyball Media day photography coverage - PO02257	\$250.00	TRUST - Sand Volleyball	9150-0 Trust/Club : 1100 Athletics
4265 Grand G&G Inc.	3864	4/28/2026	INV 108215 Student Store Snack Inventory	\$1,958.71	ASB General	9150-0 Trust/Club : 1000 ASB
5262 Veronica Ocana	3865	4/28/2026	Voided	-	TRUST - Cross Country	9150-0 Trust/Club : 1100 Athletics
1955 Burroughs Girls Basketball	3866	4/28/2026	1/10/26 18th Annual Burroughs Extravaganza - P01674	\$125.00	TRUST - Girls Basketball	9150-0 Trust/Club : 1100 Athletics
342 209811 Evan Coleman	3867	4/28/2026	Reimbursement for food, supplies for STEP Competition in Dallas, Texas 4/16-4/20	\$243.29	TRUST-Step	9150-0 Trust/Club
293 1 Jesus Contreras	3868	4/30/2026	Reimbursement for Senior Night Flowers for Boys Lacrosse	\$49.35	TRUST - Boys Lacrosse	9150-0 Trust/Club : 1100 Athletics
400 109821 Ian J Kogan	3869	4/30/2026	Reimbursement - Dinner boxes after State Game 03/05/26	\$485.64	TRUST - Boys Soccer	9150-0 Trust/Club : 1100 Athletics
5262 Veronica Ocana	3870	4/30/2026	INV 2605 39 Track Jerseys print only - PO02300	\$342.42	TRUST - Cross Country	9150-0 Trust/Club : 1100 Athletics
5317 Porter Valley Country Club	3871	4/30/2026	5/03/26 Cheer final banquet payment - PO02359	\$1,086.23	TRUST - Cheerleaders	9150-0 Trust/Club : 1000 ASB
5262 Veronica Ocana	3872	4/30/2026	INV 2599 44 Hoodies for Student Council - PO02183	\$1,253.13	ASB General	9150-0 Trust/Club : 1000 ASB
5262 Veronica Ocana	3873	4/30/2026	INV 2602 200 T- shirts for Class of 2027 - PO02273	\$1,973.31	ASB General	9150-0 Trust/Club : 1000 ASB
5262 Veronica Ocana	3874	4/30/2026	INV 2600 Senior Cabinet Hoodies - PO02137	\$501.12	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
1947 BSN Sports LLC	3875	4/30/2026	INV 934026718 16 Softball Cleats - P01877	\$1,507.20	TRUST - Softball	9150-0 Trust/Club : 1100 Athletics
4265 Grand G&G Inc.	3876	4/30/2026	INV 108429 Student Store Snack Inventory	\$1,843.47	ASB General	9150-0 Trust/Club : 1000 ASB

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
412 Fernando Delgado	22004	4/7/2026	Voided	-	Administrative	0000-0 General
3806 T-Mobile US, Inc.	22005	4/7/2026	Voided	-	Technology	7425 - Expanded Learning Opportunities (ELO) Grant
5979 WAV Factory c/o JaiDon Powell	22006	4/7/2026	Voided	-	English	0000-0 General : 0100-0 Academic Depts
5344 Henry Rosales	22007	4/7/2026	Gardening Invoice for Shoup 03/26	\$1,000.00	Shoup Property	0000-0 General : 0300-0 Operations
5199 Los Angeles School Police Department	22008	4/7/2026	INV 1163 School Police Officer Overtime for Basketball Game 2/6/26 PO02152	\$1,353.55	Athletics	0000-0 General : 0200-0 Athletics
5961 Uniforms Today	22009	4/7/2026	INV IN458315 Blazers - P01879	\$473.04	Career/Voc Ed/Arts	3550-0 Perkins
5878 Aramsco Inc	22010	4/7/2026	INV S7576719.001 Damp Mops - PO02088	\$277.99	Buildings and Grounds	0000-0 General : 0300-0 Operations
3069 West Ranch High School Band Boosters	22011	4/7/2026	2026 WR Jazz Festival - PO02173	\$300.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
5878 Aramsco Inc	22012	4/7/2026	INV S7596763.001, S7596763.002 Operational Supplies Balance - P02048	\$2,819.64	Buildings and Grounds	0000-0 General : 0300-0 Operations
5933 AACA, Inc	22013	4/7/2026	INV 7888 Special Ed Services 01/26	\$30,463.10	Special Education	6500-0 Special Education
2687 Westlake High School	22014	4/7/2026	2026 Westlake Jazz Festival - PO02174	\$250.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22015	4/7/2026	INV 28522 Round Trip to West Ranch High 3/25/26 - PO02105	\$800.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22016	4/7/2026	INV 28392 Round Trip to Calabasas High School P02041	\$800.00	Alternative Education	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22017	4/7/2026	INV 28138, 28426 Round Trips for VAPA 2/28/26, 3/18/26 - PO02082	\$2,345.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
5999 Law Offices of Georgianna Junco-Kelman	22018	4/8/2026	Voided	-	Special Education	0000-0 General : 0300-0 Operations
6001 Yarijanian & Associates, PC	22019	4/8/2026	Voided	-	Special Education	0000-0 General : 0300-0 Operations
6001 Yarijanian & Associates, PC	22021	4/8/2026	OAH Case No 2025070011 Legal Fees	\$7,250.00	Special Education	0000-0 General : 0300-0 Operations
1945 Brooks Transportation Inc.	22022	4/8/2026	INV 284444 3/17/26 FLEX Round Trip to California African American Museum PO02099	\$885.00	Alternative Education	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22023	4/8/2026	INV 28416 Special Ed Round Trip 3/19/26 PO02101	\$800.00	Special Education	6500-0 Special Education
1945 Brooks Transportation Inc.	22024	4/8/2026	Voided	-	Science	0000-0 General : 0100-0 Academic Depts
5999 Law Offices of Georgianna Junco-Kelman	22025	4/8/2026	Voided	-	Special Education	0000-0 General : 0300-0 Operations

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
1945 Brooks Transportation Inc.	22026	4/8/2026	INV 28496 3/19/26 Round Trip to Magic Mountain - PO02123	\$2,360.00	Science	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22027	4/8/2026	INV 28523 Round Trip to CSUN 3/24/26 PO02135	\$800.00	Special Education	6500-0 Special Education
5999 Law Offices of Georgianna Junco-Kelman	22028	4/8/2026	Attorney Fees Settlement Agreement 3/25/2026	\$4,500.00	Special Education	0000-0 General : 0300-0 Operations
3601 AFSCME District Council 36	22029	4/9/2026	Union Dues 03/26	\$1,850.46	General Operations	0000-0 General : 0300-0 Operations
3919 U.S. Bank PARS Account #6746022400	22030	4/9/2026	acct #6746022400 PARS Contributions 03/26	\$4,257.04	General Operations	0000-0 General : 0300-0 Operations
4259 AT&T (CALNET)	22031	4/9/2026	INV 000024986973 Phone Line BAN#9391080026 03/26	\$103.95	Technology	0000-0 General : 0500-0 Technology
4259 AT&T (CALNET)	22032	4/9/2026	INV 000024986976 Phone Line BAN#9391080076 03/26	\$63.82	Technology	0000-0 General : 0500-0 Technology
2379 Mutual of Omaha	22033	4/9/2026	INV 002066502982 Voluntary Disability Insurance 04/26	\$1,213.53	General Operations	0000-0 General : 0300-0 Operations
412 Fernando Delgado	22034	4/9/2026	CCSA Conference Reimbursement for food & mileage	\$997.56	Administrative	0000-0 General : 0300-0 Operations
1945 Brooks Transportation Inc.	22035	4/14/2026	INV 28436 Round Trip to Pierce College 3/20/26 - PO02078	\$885.00	STEAM	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22036	4/14/2026	INV 28352 Round Trip ECRHS to Marshall HS 3/7/26 - P02019	\$1,200.00	Social Studies	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22037	4/14/2026	INV 28393 Round Trip to Harvard Westlake 3/14/26 - P02053	\$1,055.00	Journalism / King's Courier	0000-0 General : 0100-0 Academic Depts
5446 Touch Graphix, Inc.	22038	4/14/2026	INV 114988 Equipment and Installation for VAPA P01601	\$9,421.59	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
1947 BSN Sports LLC	22039	4/14/2026	INV 933682184 UA AF Primetime Short - P01568	\$6,985.30	Boys Lacrosse	0000-0 General : 0200-0 Athletics
3071 Gardena Valley Printing	22040	4/14/2026	INV 39242 The King's Courier Issue 03/26 - P01153	\$1,609.28	Journalism / King's Courier	0000-0 General : 0400-0 Scholastic Groups
3358 RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	22041	4/14/2026	403(B) Plan 2563-4428 Charles Schwab 03/26	\$4,925.00	General Operations	0000-0 General : 0300-0 Operations
1947 BSN Sports LLC	22042	4/14/2026	INV 933682197 JRs, Pants - P01525	\$1,166.32	Softball	0000-0 General : 0200-0 Athletics
4877 Total Education Solutions (TES Therapy)	22043	4/14/2026	INV 13443647 TES Therapy 02/26	\$262.50	Special Education	6500-0 Special Education
2610 The Help Group-North Hills Prep School	22044	4/14/2026	INV ELC0126NHP Special Ed Services 01/26	\$5,070.73	Special Education	6500-0 Special Education
1947 BSN Sports LLC	22045	4/14/2026	INV 933706518 Boys Lacrosse Jerseys - P01569	\$7,598.96	Boys Lacrosse	0000-0 General : 0200-0 Athletics
5722 TEACHERS ON RESERVE	22046	4/14/2026	INV 100784 Substitute Teachers 3/2/26-3/6/26	\$2,549.60	Administrative	0000-0 General : 0100-0 Academic Depts

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
5722 TEACHERS ON RESERVE	22047	4/14/2026	INV 100833 Substitute Teachers 3/9/26-3/13/26	\$2,807.76	Administrative	0000-0 General : 0100-0 Academic Depts
5722 TEACHERS ON RESERVE	22048	4/14/2026	INV 100888 Substitute Teachers 3/16/26-3/20/26	\$2,421.60	Administrative	0000-0 General : 0100-0 Academic Depts
2610 The Help Group-North Hills Prep School	22049	4/14/2026	INV ELC0226NHP Special Ed Services 02/26	\$4,624.60	Special Education	6500-0 Special Education
5219 CCIDM Inc.	22050	4/14/2026	INV PP-2026-001 & CGP-2026-001 Percussion Props - PO02220	\$2,456.71	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
2809 WM Corporate services, INC	22051	4/14/2026	INV 0838448-4801-6 Waste Management Services on Shoup 04/26	\$342.34	General Operations	0000-0 General : 0300-0 Operations
5198 Cintas Corporation No. 2 (Cintas Fire Protection)	22052	4/14/2026	INV 0F19183038 quarterly monitoring of fire system 04/26	\$234.00	Shoup Property	0000-0 General : 0300-0 Operations
4541 Southern California Journalism Education Association	22053	4/14/2026	INV 141 Media Contest 2026 - PO02189	\$460.00	Journalism / King's Courier	0000-0 General : 0400-0 Scholastic Groups
2642 Turf Team, Inc.	22054	4/16/2026	INV 4578 Baseball Field Seeding & Grading - PO02268	\$12,400.00	Baseball	0000-0 General : 0200-0 Athletics
424 Matthew Friedberg	22055	4/14/2026	Mileage for Amazon Returns	\$36.86	General Operations	0000-0 General : 0300-0 Operations
168 1 AUDRA HERRERA	22056	4/14/2026	Voided	-	TRUST - Creative Writing	9150-0 Trust/Club
1833 Amazon	22057	4/15/2026	INV 16NJ-NY67-WYYR Amazon Supplies - P01750:Social Studies	\$732.53	Social Studies	0000-0 General : 0100-0 Academic Depts
2642 Turf Team, Inc.	22058	4/16/2026	INV 4579 Softball Field Seeding & Grading - PO02269	\$11,100.00	Softball	0000-0 General : 0200-0 Athletics
3234 LA Party Rents, Inc.	22059	4/16/2026	INV 0000131274 Tables for AP testing - P01603	\$1,943.61	College Office	0000-0 General : 0100-0 Academic Depts
3139 SoCalGas	22060	4/16/2026	Voided	-	Shoup Property	0000-0 General : 0300-0 Operations
3139 SoCalGas	22061	4/16/2026	02/26 Gas Charges for Shoup Acct 163 513 3769 2	\$57.37	Shoup Property	0000-0 General : 0300-0 Operations
4932 4932 Mobility Technologies, LLC dba (Charter Up LLC)	22062	4/16/2026	INV 1389508-6072 Round Trip JFK Airport to Belvedere Hotel - P02045	\$2,044.21	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
2738 Barnes & Noble	22063	4/16/2026	INV 4730432 Various PBIS Reading Material PO02201	\$5,083.13	Administrative	6318 - Antibias Education Grant
5722 TEACHERS ON RESERVE	22064	4/16/2026	INV 100936 Substitute Teachers 3/23/26-3/27/26	\$968.64	Administrative	0000-0 General : 0100-0 Academic Depts
1833 Amazon	22065	4/16/2026	INV 14R4-LYDR-Q9FL Supplies for Social Science P01750	\$293.16	Social Studies	0000-0 General : 0100-0 Academic Depts
5878 Aramsco Inc	22066	4/16/2026	INV S7596763.004,S7596763.003 Buildings and Grounds P02048	\$1,513.59	Buildings and Grounds	0000-0 General : 0300-0 Operations
2619 The Shredders	22067	4/16/2026	INV56401, INV57704 Shredding 03/26, 04/26 - PO02214	\$280.00	General Operations	0000-0 General : 0300-0 Operations

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

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1945 Brooks Transportation Inc.	22068	4/16/2026	INV 28651 Round Trip to Grand Arts HS 4/7/26 PO02212	\$800.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22069	4/16/2026	INV 28706 Round Trip to Dave and Busters 4/16/26 PO02215	\$800.00	Special Education	6500-0 Special Education
1945 Brooks Transportation Inc.	22070	4/16/2026	Voided	-	TRUST - Band	9150-0 Trust/Club : 1000 ASB
410 Shahan Markarian	22071	4/16/2026	Reimbursement for postage for certified mail	\$16.20	Business Group	0000-0 General
3144 Santa Barbara Zoo	22072	4/21/2026	INV 443941-1056425 Recreational Field trip to the Zoo - PO02163	\$1,900.00	World Language	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22073	4/21/2026	INV 4900328 Home depot Supplies 6035 3225 4019 9670 - PO02142	\$942.32	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22074	4/21/2026	INV 8534491 Home depot Supplies 6035 3225 4019 9670 - PO02124	\$136.61	Buildings and Grounds	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22075	4/21/2026	INV 5520309 Maintenance Home depot Supplies 6035 3225 4019 9670 - PO02209	\$35.34	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22076	4/21/2026	INV 7944709 Home depot Supplies 6035 3225 4019 9670 - PO02102	\$404.98	Buildings and Grounds	0000-0 General : 0100-0 Academic Depts
2091 AP fbo EdLogical Group Corp	22077	4/21/2026	INV 904477 Non-Special Edlogical Services - 03/26	\$5,271.00	General Academic	3214 - ESSER III - 20% reserve for learning loss
2091 AP fbo EdLogical Group Corp	22078	4/21/2026	INV 904157 Non-Special Edlogical Services 01/26	\$7,392.00	General Academic	3214 - ESSER III - 20% reserve for learning loss
2091 AP fbo EdLogical Group Corp	22079	4/21/2026	INV 904156 Special Ed Services 01/26	\$2,833.00	Special Education	6500-0 Special Education
2091 AP fbo EdLogical Group Corp	22080	4/21/2026	INV 904476 Special Ed Services - 03/26	\$3,193.00	Special Education	6500-0 Special Education
2091 AP fbo EdLogical Group Corp	22081	4/21/2026	INV 309412 Special Ed Services 08/25	\$2,364.00	Special Education	6500-0 Special Education
6004 South Pasadena HS Track and Field	22082	4/21/2026	INV 100 Track Registration Fees 4/10/26 - PO02265	\$385.00	Athletics	0000-0 General : 0200-0 Athletics
3353 ICON School Management	22083	4/21/2026	INV 2355 Charter School Consulting 03/26	\$3,675.00	General Operations	0000-0 General : 0300-0 Operations
3806 T-Mobile US, Inc.	22084	4/21/2026	Voided	-	Technology	7425 - Expanded Learning Opportunities (ELO) Grant
2068 Department of Justice (State of CA)	22085	4/21/2026	INV 038051 Fingerprint Apps 03/26	\$352.00	General Operations	0000-0 General : 0300-0 Operations
5990 Leah O Beizaie	22086	4/21/2026	03/26 Music Rehearsal and performing for choir - PO02146	\$700.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22087	4/21/2026	INV 1624421 Maintenance Home depot Supplies 6035 3225 4019 9670 - PO02207	\$88.34	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22088	4/21/2026	INV 2704080 Home depot Supplies 6035 3225 4019 9670 - PO02157	\$820.82	Buildings and Grounds	0000-0 General : 0300-0 Operations

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

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4000 American Fidelity Assurance Company	22089	4/21/2026	INV D955683 Supplemental Employee Benefits 04/26 - PO02241	\$4,019.09	General Operations	0000-0 General : 0300-0 Operations
2288 LADWP	22090	4/21/2026	26-Mar 6968788886 Shoup Utilities	\$3,463.35	Shoup Property	0000-0 General : 0300-0 Operations
5817 FERGUSON US HOLDINGS, INC ( FERGUSON ENTERPRISES, LLC	22091	4/21/2026	INV WC611345 Building and Grounds Supplies - PO02087	\$642.82	Buildings and Grounds	0000-0 General : 0300-0 Operations
2426 Public Agency Retirement Services	22092	4/21/2026	INV 60095PARS ARS Fees 02/26	\$379.43	Business Group	0000-0 General : 0300-0 Operations
3806 T-Mobile US, Inc.	22093	4/21/2026	B&G and Sec Devices acct 207930869 02/26-03/26	\$1,835.81	Technology	7425 - Expanded Learning Opportunities (ELO) Grant
5933 AACA, Inc	22094	4/21/2026	INV 7930 Special Ed Services 02/26	\$30,618.06	Special Education	6500-0 Special Education
4618 The Home Depot Commercial Account	22095	4/23/2026	INV 552572 Home depot Plumbing Supplies 6035 3225 4019 9670 - PO02233	\$145.92	Buildings and Grounds	0000-0 General : 0300-0 Operations
4259 AT&T (CALNET)	22096	4/23/2026	INV 000025042366 Phone Line BAN#9391080337 03/26	\$186.69	Technology	0000-0 General : 0500-0 Technology
2171 Gopher Sport	22097	4/23/2026	IN509740 P.E Equipment (Tennis Rackets and Balls) - PO02283	\$1,175.33	Physical Education	0000-0 General : 0100-0 Academic Depts
4632 Spectrum Enterprise 7801	22098	4/23/2026	INV 128697801040126 Acct#086084201 Enterprise Fiber line 04/26	\$1,372.26	Technology	0000-0 General : 0500-0 Technology
1945 Brooks Transportation Inc.	22099	4/23/2026	INV 28810 Round Trip ECR to Santa Monica College 4/21/26 - PO02302	\$970.00	Special Education	6500-0 Special Education
1945 Brooks Transportation Inc.	22100	4/23/2026	INV 28238 Round Trip ECR to Chatsworth HS 2/27/26 - P01953	\$800.00	Alternative Education	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22101	4/23/2026	INV 28799 Colorguard Transportation 4/17/26 - PO02297	\$975.00	Visual and Performing Arts	0000-0 General : 0400-0 Scholastic Groups
1945 Brooks Transportation Inc.	22102	4/23/2026	INV 28808 Round Trip ECR to Santa Barbara Zoo 4/21/26 - PO02301	\$2,710.00	World Language	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22103	4/28/2026	INV 901552 Home Depot Spray Painter and Supplies 6035 3225 4019 9670 - PO02191	\$1,009.58	General Operations	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22104	4/28/2026	INV 6523836 Home depot stadium paint and supplies 6035 3225 4019 9670 - PO02206	\$919.56	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22105	4/28/2026	INV 5512632 Home depot Supplies 6035 3225 4019 9670 - P01934	\$11.59	Buildings and Grounds	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22106	4/28/2026	INV 5550093 Home depot Supplies 6035 3225 4019 9670 - P01934	\$63.35	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22107	4/28/2026	INV 2543527 Home depot Supplies 6035 3225 4019 9670 - Wood Shop	\$221.64	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
4618 The Home Depot Commercial Account	22108	4/28/2026	INV 6900188 Home depot Supplies 6035 3225 4019 9670	\$118.03	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22109	4/28/2026	INV 6902750 Home depot Supplies 6035 3225 4019 9670	\$2,348.65	Buildings and Grounds	0000-0 General : 0300-0 Operations

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total** \$1,221,706.48

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
4618 The Home Depot Commercial Account	22110	4/28/2026	INV 7902075 Home depot Supplies 6035 3225 4019 9670 - PO02245	\$152.42	Buildings and Grounds	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22111	4/28/2026	INV 1633411 Home depot Supplies 6035 3225 4019 9670 - Drama/Theater	\$8.06	Drama	6762 - Art/Music Block Grant
4618 The Home Depot Commercial Account	22112	4/28/2026	INV 2900485 Home depot Supplies 6035 3225 4019 9670 - Drama/Theater	\$177.55	Drama	6762 - Art/Music Block Grant
4618 The Home Depot Commercial Account	22113	4/28/2026	INV 3530389 Home depot Supplies 6035 3225 4019 9670 - Wood Shop	\$14.40	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
418 Mike Vosogh	22114	4/28/2026	Reimbursement-5 Folding 6" tables for Open House 4/09/26	\$329.20	General Operations	0000-0 General : 0300-0 Operations
312 827661 Dean Bennett	22115	4/28/2026	Reimbursement for Emergency Food for SHOUP	\$27.45	General Operations	0000-0 General : 0300-0 Operations
59 109822 Lynsey R Shano	22116	4/28/2026	Parking for CASL Conference	\$41.50	ASB General	0000-0 General
5446 Touch Graphix, Inc.	22117	4/28/2026	INV 115011 Girl Basketball Senior Night Banner - P01705	\$246.94	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22118	4/28/2026	INV 28811 Round Trip ECR to East West Studios 4/23/26 - PO02319	\$1,095.00	Career/Voc Ed/Arts	6387-0 CTE
1945 Brooks Transportation Inc.	22119	4/28/2026	INV 28849 Athletic Round Trips 4/17/26 - PO02347	\$9,855.00	Athletics	0000-0 General : 0200-0 Athletics
4334 Administrative Services CO-OP Dba Yellow Cab	22120	4/28/2026	INV 23096 SPED Yellow Cab Services 02/26	\$2,832.50	Special Education	6500-0 Special Education
5262 Veronica Ocana	22121	4/28/2026	INV 2598 100 Marketing ELCO hoodies - PO02289	\$1,821.85	Marketing	0000-0 General : 0300-0 Operations
1945 Brooks Transportation Inc.	22122	4/28/2026	INV 28904 4/25/26 Round trip from El Camino High School to Canyon High School - PO02336	\$905.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
3139 SoCalGas	22123	4/28/2026	Gas Charges for Shoup Acct 163 513 3769 2 04/26	\$26.23	Shoup Property	0000-0 General : 0300-0 Operations
4618 The Home Depot Commercial Account	22124	4/28/2026	INV 3904500 Home depot Supplies 6035 3225 4019 9670	\$57.97	General Operations	0000-0 General
5424 Ameci Pizza	22125	4/28/2026	Voided	-	Business Technology Dept	0000-0 General
342 209811 Evan Coleman	22126	4/28/2026	Voided	-	TRUST-Step	9150-0 Trust/Club
3218 Floral Passion LLC	22127	4/30/2026	INV 2020 Flowers & rentals for senior awards - PO02261	\$1,806.75	Counseling Office	0000-0 General : 0300-0 Operations
5883 Voces Digital	22128	4/30/2026	INV 206422 World Language subscription 2024-2025 - PO02352	\$200.00	World Language	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22129	4/30/2026	INV 28806 Athletic Team Round Trips 04/07-04/11/26 - PO02348	\$7,065.00	Athletics	0000-0 General : 0200-0 Athletics
5446 Touch Graphix, Inc.	22130	4/30/2026	INV 115012 Marketing Sign Boards - P01979	\$856.05	Marketing	0000-0 General : 0300-0 Operations

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

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5400 Valley High School and Learning Center, Inc.(Dubnoff School)	22131	4/30/2026	Special Education Services 03/26	\$13,757.10	Special Education	6500-0 Special Education
2067 Deny Sportswear	22132	4/30/2026	INV 5868 Senior Awards Jersey Prints - PO02367	\$142.92	Athletics	0000-0 General : 0200-0 Athletics
3018 ULINE, INC.	22133	4/30/2026	INV 206511894 Cafeteria Wire Shelves - PO02242	\$600.84	Food Service (Cafeteria)	0000-0 General : 0300-0 Operations
3018 ULINE, INC.	22134	4/30/2026	INV 205273055 New stools & class supplies for Woodshop - P02057	\$3,621.68	Career/Voc Ed/Arts	3550-0 Perkins
5368 Kevin E Bradley	22135	4/30/2026	2026 Musical Production "Hadestown" - PO02251	\$1,400.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
5991 Lok Yan Alizah Chao	22136	4/30/2026	2026 Musical Production "Hadestown" - PO02145	\$780.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
5366 Dennis Bueno	22137	4/30/2026	2026 Musical Production Pit Member - PO02250	\$1,785.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
4551 Zevy Malmeth	22138	4/30/2026	2026 Musical Production Accompanist for "Hadestown" - PO02295	\$1,712.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
Arbiter Sports LLC	ACH260417-01	4/17/2026	Arbiter Pay Fee IQ P02256	\$3,597.00	Athletics	0000-0 General : 0200-0 Athletics
1833 Amazon	SPACH3836	4/1/2026	INV IFNW-MPYC-QH4G Supplies for Special Education P01999	\$10.42	Special Education	6500-0 Special Education
1833 Amazon	SPACH3837	4/1/2026	INV IXJT-WHDT-PN4N Amazon Supplies - P01882:Technology	\$14.26	Technology	0000-0 General
1833 Amazon	SPACH3838	4/1/2026	INV IR96-4KIL-QJFX Amazon Supplies - P01977:Buildings and Grounds	\$467.75	Buildings and Grounds	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3839	4/1/2026	INV IXJT-WHDT-TITL Amazon Supplies - P01940:Administrative	\$250.30	Administrative	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3840	4/1/2026	INV IKGK-MNQC-QKHx Supplies for Health Office P02002	\$174.31	Health Office	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3841	4/1/2026	INV 9W41-46DN Amazon Supplies - P01860:Buildings and Grounds	\$10.94	Buildings and Grounds	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3842	4/1/2026	INV 16LN-Q4NQ-QD3R Supplies for Science Class P01954	\$70.49	Science	0000-0 General : 0100-0 Academic Depts
5841 Braille Abilities, LLC	SPACH3843	4/2/2026	INV 103907 Services 03/26	\$883.09	Special Education	6500-0 Special Education
2267 JW Pepper & Son, Inc	SPACH3844	4/2/2026	INV 368254979 Music for class - P01633	\$71.34	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
5841 Braille Abilities, LLC	SPACH3845	4/2/2026	INV 103906 Services 02/26	\$575.40	Special Education	6500-0 Special Education
1833 Amazon	SPACH3846	4/2/2026	INV IFNW-MPYC-PYMW Supplies for Special Education P01980	\$104.80	Special Education	6500-0 Special Education
2276 Kelly Services, Inc.	SPACH3847	4/3/2026	INV 5615042187 Kelly Substitutes 2/24/26-3/6/26	\$11,481.68	General Academic	0000-0 General : 0100-0 Academic Depts

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total \$1,221,706.48**

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2164 Golden Star Technology, Inc	SPACH3848	4/8/2026	INV125647 Lenovo Integrated Pen - P02037	\$5,138.00	Technology	0000-0 General : 0300-0 Operations
3275 GoTo Communications, Inc.	SPACH3849	4/9/2026	INV IN60001496019 Goto VOIP Phone system- IQ 04/26 P00591	\$2,882.42	Technology	1100-0 - Lottery: Unrestricted
1833 Amazon	SPACH3850	4/9/2026	INV IWNP-6FXQ-QHVH Amazon Supplies - P01925:Career/Voc Ed/Arts	\$932.19	Career/Voc Ed/Arts	6387-0 CTE
1833 Amazon	SPACH3851	4/9/2026	INV 166J-6MPN-NTPW Amazon Supplies - P01885:Counseling Office	\$251.50	Counseling Office	0000-0 General
1833 Amazon	SPACH3852	4/9/2026	INV 1KGK-MNQC-QGCG Supplies for VAPA P01967	\$1,056.52	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3853	4/9/2026	INV IRX7-9RMI-JYCJ Amazon Supplies - P01913:Visual and Performing Arts	\$988.55	Visual and Performing Arts	6762 - Art/Music Block Grant
5718 4Wall Entertainment Inc	SPACH3854	4/9/2026	INV C116422 Remote Lighting Console - P01542	\$17,596.57	Audio,Visual,Performing	6762 - Art/Music Block Grant
4249 Infinity Communications & Consulting, Inc	SPACH3855	4/9/2026	INV 20028 Application Management Services Fee	\$1,500.00	Technology	0000-0 General
4096 Lindsey C. Surendranath Granted, Inc	SPACH3856	4/9/2026	INV 342 CTE Program Support 03/26	\$2,895.00	Administrative	6387-0 CTE
1833 Amazon	SPACH3857	4/9/2026	INV 16MN-C93P-7XTQ Supplies for Special Ed P01922	\$63.29	Special Education	6500-0 Special Education
3922 Self Insured Schools of California	SPACH3858	4/9/2026	03/26 CBR El Camino FSA 03/26	\$3,903.74	General Operations	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3859	4/9/2026	INV IWNP-6FXQ-QNPL Amazon Supplies - P01983:Visual and Performing Arts	\$247.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3860	4/9/2026	INV 1LHF-MHMR-KV9H Amazon Supplies - P01748:Visual and Performing Arts	\$120.67	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3861	4/9/2026	INV 1IDL-NDK6-V7L6 Instructional Supplies for Science P01954	\$95.46	Science	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3862	4/9/2026	INV 166J-6MPN-T3LL Amazon Supplies - P01855:Career/Voc Ed/Arts	\$25.56	Career/Voc Ed/Arts	6387-0 CTE
1833 Amazon	SPACH3863	4/9/2026	INV 16YV-JP3W-VMNY Supplies for VAPA P01906	\$162.54	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3864	4/9/2026	INV 14JF-C94C-KD19 Supplies for Cooking Class P01822:Career/Voc Ed/Arts	\$62.52	Career/Voc Ed/Arts	6387-0 CTE
5718 4Wall Entertainment Inc	SPACH3865	4/9/2026	INV C116328 Lights for Grieb Theatre - P01650	\$38,219.78	Audio,Visual,Performing	6762 - Art/Music Block Grant
3359 UTLA	SPACH3866	4/9/2026	03/26 Union Dues Certificated	\$15,172.98	General Operations	0000-0 General : 0300-0 Operations
2222 Inspire Communication, Inc	SPACH3867	4/9/2026	INV EC2026331 Speech-Language Services 02/26	\$21,271.00	Special Education	6500-0 Special Education
1833 Amazon	SPACH3868	4/9/2026	INV 1DYM-49LX-RNYN Student Supplies for VAPA P01906	\$1,207.34	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts

**EL CAMINO REAL CHARTER  
CHECK REGISTER  
ACCOUNT: 1796 A/P Account  
APRIL 2026**

**Total** \$1,221,706.48

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
1833 Amazon	SPACH3869	4/9/2026	INV IDYM-49LX-NH4W Tech for VAPA P01913	\$5,393.45	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
1833 Amazon	SPACH3870	4/9/2026	INV 166J-6MPN-L3MY Supplies for Band P01896:Visual and Performing Arts	\$671.17	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
2222 Inspire Communication, Inc	SPACH3871	4/10/2026	INV EC2026228 Speech-Language Services 02/26	\$21,449.00	Special Education	6500-0 Special Education
2445 Piece of Mind Care Services	SPACH3872	4/10/2026	INV 00329 ELD Dept. Students Support Services 03/26	\$6,013.75	English Language Development	3010-0 NCLB-Title I, Part A, Basic Grants Low Income and Neglected
1833 Amazon	SPACH3873	4/14/2026	INV 1LVJ-PGIV-WILT Amazon Supplies - P01855:Career/Voc Ed/Arts	\$156.70	Career/Voc Ed/Arts	6387-0 CTE
1833 Amazon	SPACH3874	4/14/2026	INV INRM-YPR7-FX47 Amazon Supplies - P01845:Buildings and Grounds	\$14.15	Buildings and Grounds	0000-0 General
1833 Amazon	SPACH3875	4/14/2026	INV IXFC-9VQT-XGWN Amazon Supplies - P01822:Career/Voc Ed/Arts	\$1,080.07	Career/Voc Ed/Arts	6387-0 CTE
1833 Amazon	SPACH3876	4/14/2026	INV INRM-YPR7-FRKJ Amazon Supplies - P01658:Visual and Performing Arts	\$99.36	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3877	4/14/2026	INV INRM-YPR7-FFYY Amazon Supplies - P01797:Visual and Performing Arts	\$194.75	Visual and Performing Arts	6762 - Art/Music Block Grant
1833 Amazon	SPACH3878	4/14/2026	INV IVQ3-RXR4-VMCT Amazon Supplies - P01908:Audio,Visual,Performing	\$1,203.99	Audio,Visual,Performing	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3879	4/14/2026	INV IYRV-C6PL-X7LY Amazon Supplies - P01923:Administrative	\$7.22	Administrative	0000-0 General
1833 Amazon	SPACH3880	4/14/2026	INV ITGW-4D6M-7WWD Amazon Supplies - P01898:Mathematics	\$544.00	Mathematics	0000-0 General : 0100-0 Academic Depts
5724 Secur-serv	SPACH3881	4/14/2026	INV 544686 Service Maintenance 2026-2027	\$708.34	Alternative Education	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3882	4/14/2026	INV 1K4C-KY1P-RY4R Amazon Supplies - P0:Administrative	\$54.18	Administrative	0000-0 General
2445 Piece of Mind Care Services	SPACH3883	4/14/2026	INV 192 Students Support Services 04/26	\$108,474.29	Special Education	6500-0 Special Education
1833 Amazon	SPACH3884	4/14/2026	INV IYH3-9CDG-6NPD Amazon Supplies - P01896:Visual and Performing Arts	\$258.42	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3885	4/14/2026	INV IJGR-FNGK-6PQ6 Amazon Supplies - P01870:Visual and Performing Arts	\$1,337.10	Visual and Performing Arts	6762 - Art/Music Block Grant
1833 Amazon	SPACH3886	4/14/2026	INV ICNN-NL7H-V44D Amazon Supplies - P01885:Counseling Office	\$229.36	Counseling Office	0000-0 General
5127 MG Express Inc.	SPACH3887	4/14/2026	INV 2622 Round trip to LAX - PO02175	\$5,200.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
2445 Piece of Mind Care Services	SPACH3888	4/14/2026	INV 197 DHH services 03/25	\$2,552.72	Special Education	6500-0 Special Education
4343 Scoot Education Inc	SPACH3889	4/14/2026	INV 159448 Substitutes 3/24/26	\$930.00	Independent Study	0000-0 General : 0100-0 Academic Depts

**EL CAMINO REAL CHARTER  
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APRIL 2026**

**Total \$1,221,706.48**

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
4343 Scoot Education Inc	SPACH3890	4/14/2026	inv 159470 Substitutes 3/24/26	\$7,404.00	Administrative	0000-0 General : 0100-0 Academic Depts
2164 Golden Star Technology, Inc	SPACH3891	4/16/2026	INVINV125937 GST Firm Service February 2026 - P00589	\$7,000.00	Technology	0000-0 General : 0500-0 Technology
5127 MG Express Inc.	SPACH3892	4/16/2026	INV 2613 Round trip to Knotts Berry Farm - P01895	\$2,800.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
2714 Chartwells Division Services	SPACH3893	4/16/2026	INV K40349108 Student Meals 02/26	\$130,270.51	Food Service (Cafeteria)	5310-0 Child Nutrition: School Programs
2267 JW Pepper & Son, Inc	SPACH3894	4/16/2026	INV 368456074 Music for VAPA Showcase and Fall Festival - PO02166	\$345.43	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
2893 AWS (Amazon Web Services)	SPACH3895	4/16/2026	INV 2570187853 Administrative Subscription Renewal 03/26	\$2,244.07	Technology	0000-0 General : 0500-0 Technology
5227 Niche.com Inc	SPACH3896	4/16/2026	INV000034106 Marketing Services 03/25-05/26 - PO02164	\$4,497.50	Marketing	0000-0 General
5784 Arey Jones Educational Solutions	SPACH3897	4/16/2026	INV INV 0266944-IN Hardware Hash and MAC addresses for labs - PO02204	\$411.64	Technology	0000-0 General
4843 Convergeone, Inc.	SPACH3898	4/16/2026	INV INV1017947 Remaining balance - P011457	\$1,262.52	Technology	0000-0 General
5127 MG Express Inc.	SPACH3899	4/16/2026	INV 2609 Round trip Romona , Ca - PO02131	\$2,300.00	NJROTC	0000-0 General
5227 Niche.com Inc	SPACH3900	4/16/2026	INV000034105 Marketing Services 12/25-02/26 - PO02165	\$4,497.50	Marketing	0000-0 General
5784 Arey Jones Educational Solutions	SPACH3901	4/16/2026	INV 0266945-IN Hardware Hash service - PO02143	\$993.96	Technology	0000-0 General
2714 Chartwells Division Services	SPACH3902	4/16/2026	INV K40349109 Student Meals 03/26	\$149,416.34	Food Service (Cafeteria)	5310-0 Child Nutrition: School Programs
5304 SCHEIB Pest Solutions inc	SPACH3903	4/16/2026	INV 12789 Pest Solution inspections 02/26 - PO02281	\$3,375.00	General Operations	0000-0 General : 0300-0 Operations
5127 MG Express Inc.	SPACH3904	4/16/2026	INV 2624 Round trip Great Oak HS - PO02221	\$2,300.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
5243 WorldStrides	SPACH3905	4/20/2026	Grad Nite Disney Tickets - PO02309	\$121,730.00	Administrative	0000-0 General
3922 Self Insured Schools of California	SPACH3906	4/20/2026	04/15/26 CBR El Camino FSA	\$796.00	General Operations	0000-0 General
5762 Carolin Herrmann	SPACH3907	4/21/2026	INV 1008 Special Education CALPADS Data Support 03/26	\$857.20	Special Education	6500-0 Special Education
4343 Scoot Education Inc	SPACH3908	4/21/2026	INV 160667 Substitutes 4/1/26	\$7,971.00	Administrative	0000-0 General : 0100-0 Academic Depts
4102 Allied Private Investigations & Security Services, LLC	SPACH3909	4/21/2026	INV ELC 2603 Campus Security Services	\$68,711.85	Security	0000-0 General : 0300-0 Operations
5841 Braille Abilities, LLC	SPACH3910	4/21/2026	INV 103908 Services 04/26	\$568.75	Special Education	6500-0 Special Education

**EL CAMINO REAL CHARTER  
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APRIL 2026**

**Total** \$1,221,706.48

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
2276 Kelly Services, Inc.	SPACH3911	4/21/2026	INV 5615516087 Kelly Substitutes 03/11-03/27/26	\$15,263.36	Administrative	0000-0 General : 0100-0 Academic Depts
4343 Scoot Education Inc	SPACH3912	4/21/2026	INV 157013 Substitutes 3/10/26	\$25,533.00	Administrative	0000-0 General : 0100-0 Academic Depts
2276 Kelly Services, Inc.	SPACH3913	4/21/2026	INV 5615343095 Kelly Substitutes 03/12-03/20/2026	\$8,783.00	Administrative	0000-0 General : 0100-0 Academic Depts
2276 Kelly Services, Inc.	SPACH3914	4/21/2026	INV 5615213364 Kelly Substitutes 03/24-03/13/26	\$8,340.05	Administrative	0000-0 General : 0100-0 Academic Depts
2415 Oracle America, Inc	SPACH3915	4/21/2026	INV 2462306 Netsuite Sandbox Cloud Services 04/16-06/16/26	\$898.20	General Operations	0000-0 General : 0300-0 Operations
4343 Scoot Education Inc	SPACH3916	4/21/2026	INV 162581 Substitutes 4/14/26	\$930.00	Alternative Education	0000-0 General : 0100-0 Academic Depts
4343 Scoot Education Inc	SPACH3917	4/21/2026	INV 162592 Substitutes 4/14/26	\$5,877.00	Administrative	0000-0 General : 0100-0 Academic Depts
4343 Scoot Education Inc	SPACH3918	4/21/2026	INV 160647 Substitutes 4/1/26	\$930.00	Independent Study	0000-0 General : 0100-0 Academic Depts
2276 Kelly Services, Inc.	SPACH3919	4/27/2026	INV 5615815634 Kelly Substitutes 4/12/26	\$5,634.46	General Academic	0000-0 General : 0100-0 Academic Depts
5127 MG Express Inc.	SPACH3920	4/28/2026	INV 2560 Round trip - P00543	\$5,600.00	General Operations	0000-0 General
2171 Gopher Sport	SPACH3921	4/28/2026	INV IN510151 Ecofit Mat Pack of 12 - PO02292	\$716.70	Athletics	0000-0 General : 0200-0 Athletics
2219 Cengage Learning Inc	SPACH3922	4/28/2026	INV 999100806281 Practice Books - P012728	\$1,050.31	English Language Development	0000-0 General : 0100-0 Academic Depts
4480 Robosource, LLC	SPACH3923	4/27/2026	INV-RS-01931 Classroom V5RC & FTC Field Riser - P01591	\$2,963.00	Visual and Performing Arts	6762 - Art/Music Block Grant
2219 Cengage Learning Inc	SPACH3924	4/28/2026	INV 999101030963 ELD-English Learners books REMAINING BALANCE - PO12667	\$2,303.25	English Language Development	0000-0 General : 0100-0 Academic Depts
5127 MG Express Inc.	SPACH3925	4/28/2026	INV 2619 Round trip to Ontario, CA. - PO02081	\$2,000.00	General Operations	0000-0 General
2295 Law Offices of Young, Minney & Corr, LLP	SPACH3926	4/28/2026	INV 21717 Legal Services 04/03/26	\$29,319.00	General Operations	0000-0 General : 0300-0 Operations
4343 Scoot Education Inc	SPACH3927	4/30/2026	INV 144992 Substitutes 12/17/25	\$930.00	Alternative Education	0000-0 General : 0100-0 Academic Depts
2415 Oracle America, Inc	SPACH3928	4/30/2026	INV 2462306 Netsuite Services 04/26	\$898.20	General Operations	0000-0 General : 0300-0 Operations

**El Camino Real Charter High School  
Trust Balance Report  
April 2026**

Club Name	Balance
ASB General	\$ 70,753.37
TRUST - A Capella (Vocal Royale)	\$ 1,218.28
TRUST - ASA (Armenian Student Association)	\$ 46.00
TRUST - ASL Club	\$ 187.75
TRUST - AVID	\$ 6,734.22
TRUST - AcaDeca	\$ 1,628.42
TRUST - Active Minds	\$ 34.88
TRUST - Alt. Music Club	\$ 72.00
TRUST - American Cancer (Relay)	\$ 679.82
TRUST - American Heart	\$ 36.00
TRUST - Art4Hearts	\$ 41.00
TRUST - Athletic Director	\$ 93.80
TRUST - Backing the Brave	\$ 41.00
TRUST - Badminton Club	\$ 31.00
TRUST - Band	\$ 13,049.62
TRUST - Baseball	\$ 24,143.63
TRUST - Beyond the Books	\$ 164.00
TRUST - Biology Club	\$ 43.50
TRUST - Black Student U	\$ 5,346.16
TRUST - Bowling Club	\$ 42.00
TRUST - Boys Basketball	\$ 17,345.30
TRUST - Boys Golf	\$ 937.55
TRUST - Boys Lacrosse	\$ 9,866.26
TRUST - Boys Soccer	\$ 577.64
TRUST - Boys Tennis	\$ 1,536.77
TRUST - Boys Volleyball	\$ 2,674.28
TRUST - Boys Waterpolo	\$ 2,048.27
TRUST - Brett Schmit Memorial Fund	\$ 2,319.13
TRUST - CSF	\$ 36,013.19
TRUST - Cheerleaders	\$ 21,185.28
TRUST - Choir	\$ 16,167.44
TRUST - Class of 2029	\$ 66.66
TRUST - Claws for a Cause	\$ 17.88
TRUST - Cognitive Youth Tutoring Club	\$ 24.00
TRUST - College Counseling	\$ 689.68
TRUST - Creative Writing	\$ 2,600.94
TRUST - Cross Country	\$ 3,194.80
TRUST - Culinary	\$ 194.34
TRUST - DECA	\$ 978.40
TRUST - Dance	\$ 7,360.09
TRUST - Drama	\$ 42,212.64
TRUST - Drone Club	\$ 819.49
TRUST - Dungeons & Dragons Club	\$ 35.50
TRUST - ECR Community Leaders	\$ 700.00
TRUST - ECR ROYAL FAMILIES	\$ 1,723.58
TRUST - ECR School on Wheels	\$ 38.00
TRUST - ECR Squads Abroad Club	\$ 145.00
TRUST - Environmental	\$ 7.00
TRUST - FBLA (Future Business Leaders of America)	\$ 4.00
TRUST - FCCLA	\$ 233.00
TRUST - FLEX	\$ 40.00
TRUST - Filipino Club	\$ 23.96
TRUST - Film Club	\$ 17.00
TRUST - Football	\$ 95,079.76
TRUST - Forensics Club	\$ 58.00
TRUST - French Club	\$ 1,374.48
TRUST - Future Homemakers	\$ 182.00
TRUST - GSA Club	\$ 2,465.26
TRUST - Ganssle Memorial Schol	\$ 1,000.00

**El Camino Real Charter High School**  
**Trust Balance Report**  
**April 2026**

Club Name	Balance
TRUST - Gifts of Gratitude	\$ 35.00
TRUST - Girls Basketball	\$ 5,718.85
TRUST - Girls Flag Football	\$ 5,862.44
TRUST - Girls Golf	\$ 3,507.56
TRUST - Girls Lacrosse	\$ 5,069.80
TRUST - Girls Soccer	\$ 3,854.45
TRUST - Girls Tennis	\$ 3,259.94
TRUST - Girls Volleyball	\$ 15,227.64
TRUST - Girls Water Polo	\$ 1,210.71
TRUST - Giving Tree	\$ 32.00
TRUST - Grad Class 2026	\$ 38,989.26
TRUST - Grad Class 2027	\$ 12,654.95
TRUST - Great Films Club	\$ 69.00
TRUST - HEARS	\$ 912.09
TRUST - Helping Hands	\$ 22.00
TRUST - Hope Haven	\$ 85.50
TRUST - Hope Through Hearts	\$ 189.08
TRUST - International Relations Club	\$ 20.00
TRUST - Jewish Club	\$ 65.50
TRUST - KPOP Club	\$ 292.33
TRUST - Key Club	\$ 503.94
TRUST - Kiva Club	\$ 109.76
TRUST - La Familia	\$ 159.47
TRUST - Local Charity Outreach	\$ 92.00
TRUST - Local Vocals	\$ 828.00
TRUST - Marine Biology Club	\$ 44.00
TRUST - Medical Club	\$ 7,948.22
TRUST - Milton Goffman Scholarship	\$ 7,805.00
TRUST - Mock Trial	\$ 385.00
TRUST - Model United Natn	\$ 277.87
TRUST - Munch Bunch	\$ 228.00
TRUST - Muslim Student Association (MSA)	\$ 44.00
TRUST - NJROTC	\$ 43,297.28
TRUST - National Honors Soc	\$ 4,002.55
TRUST - Operation Smile	\$ 38.17
TRUST - Paws for Life	\$ 231.44
TRUST - Paws for a Cause	\$ 36.00
TRUST - Persian Club	\$ 65.00
TRUST - Philosophy Club	\$ 116.00
TRUST - Physics Club	\$ 633.79
TRUST - Plane & Aviation	\$ 36.20
TRUST - Podcast Club	\$ 97.00
TRUST - Project Paper Bag	\$ 266.04
TRUST - Purr & Wag Society	\$ 22.00
TRUST - Reality TV Club	\$ 8.50
TRUST - Recycle for Research	\$ 378.82
TRUST - Relay for life	\$ 2,135.96
TRUST - Robotics	\$ 2,998.17
TRUST - Rocketry Club	\$ 26.25
TRUST - SURF CLUB	\$ 414.53
TRUST - Sand Volleyball	\$ 1,865.94
TRUST - Save the Waves	\$ 126.00
TRUST - Schship JHarrison	\$ 9,253.61
TRUST - Science Bowl	\$ 1,441.23
TRUST - Science National Honors Society	\$ 119.90
TRUST - Softball	\$ 6,283.78
TRUST - Soil Regeneration Club	\$ 91.00
TRUST - Spanish Honor Soc	\$ 440.70
TRUST - Speak it Forward	\$ 150.00

**El Camino Real Charter High School  
Trust Balance Report  
April 2026**

Club Name	Balance
TRUST - Speech & Debate	\$ 176.68
TRUST - Sports Psychology	\$ 110.00
TRUST - Step	\$ 2,345.68
TRUST - Swimming & Diving	\$ 4,859.01
TRUST - Tech Support for Senior Citizens	\$ 11.00
TRUST - The Awareness Society	\$ 24.00
TRUST - Thespians Club	\$ 1,683.84
TRUST - Together in Tech	\$ 25.00
TRUST - Track & Field	\$ 1,650.89
TRUST - Turning Point USA	\$ 85.00
TRUST - UNICEF	\$ 720.22
TRUST - VAPA Scholarship	\$ 2,719.52
TRUST - VIP Sports	\$ 32.00
TRUST - Vietnamese Club	\$ 142.58
TRUST - Visual Arts Club	\$ 41.00
TRUST - Wrestling	\$ 3,143.64
TRUST - Yearbook	\$ 496.00
TRUST - You Can Do This SCHLR	\$ 500.00
<b>Total</b>	<b>\$ 605,188.30</b>

# Coversheet

## Discuss and Vote on the April 2026 Credit Card Charges

**Section:** V. Finance Voting  
**Item:** B. Discuss and Vote on the April 2026 Credit Card Charges  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CC report April 2026.pdf

**ECRCHS  
CREDIT CARD DETAILS  
April 2026**

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
PIEDMONT CME	3/25/2026	PO02151	Piedmont Healthcare. Sports medicine conference for continuing education units to keep my credentials in good standing.	DAVID HUSSEY	Liav Paz	Athletics	\$300.00	General
VISTAPRINT	3/26/2026	PO2176	New Royal Rewards cards with reduced "prices" for next school year	DAVID HUSSEY	Amy Carter	Counseling	\$887.86	Anti-Bias Grant
FACEBK *M722CJVRQ2	3/27/2026	P01026	Advertising on Facebook & Instagram for increasing enrollment efforts	DAVID HUSSEY	Ricardo Covarrubias	Marketing	\$900.00	General
SMARTANDFINAL 409	3/27/2026	P01054	Culinary class groceries	DAVID HUSSEY	Nicole Gamez	CTE	\$544.33	CTE
FACEBK *BDDF9KVSQ2	3/31/2026	P01026	Advertising on Facebook & Instagram for increasing enrollment efforts	DAVID HUSSEY	Ricardo Covarrubias	Marketing	\$220.80	General
GOOGLE *CLOUD TJQJ6L	4/1/2026	P01022	Google Cloud Services for Database management	DAVID HUSSEY	Chris Valencia	Technology	\$178.21	General
INDEED USI26-02418122	4/2/2026	PO2452	Open position job board postings	DAVID HUSSEY	Rocio Castaneda	Human Resources	\$334.18	General
SMARTANDFINAL 409	4/8/2026	P01054	Culinary class groceries	DAVID HUSSEY	Nicole Gamez	CTE	\$602.04	CTE
SMARTANDFINAL 409	4/9/2026	P01054	Culinary class groceries	DAVID HUSSEY	Nicole Gamez	CTE	\$459.62	CTE
FACEBK *6TMH2LRSQ2	4/11/2026	P01026	Advertising on Facebook & Instagram for increasing enrollment efforts	DAVID HUSSEY	Ricardo Covarrubias	Marketing	\$900.00	General
MAILCHIMP	4/12/2026	P01021	Communications Software: Email	DAVID HUSSEY	Ricardo Covarrubias	Marketing	\$492.00	General
ALGOLIA 2U2604788781	4/13/2026	P01032	Database Indexing Service	DAVID HUSSEY	Ryan Guinto	Technology	\$360.00	General
SMARTANDFINAL 409	4/14/2026	P01054	Culinary class groceries	DAVID HUSSEY	Nicole Gamez	CTE	\$465.35	CTE
USAD.ORG	4/15/2026	PO2279	Instructional materials for Academic Decathlon	DAVID HUSSEY	Stephanie Franklin	AcaDeca	\$2,019.73	General
SOUTHWES 5262150930243	4/15/2026	PO2326	Airfare for NJROTC Acadmic National Competition for 2 adults and 4 students	DAVID HUSSEY	Ronald Flaherty	ROTC	\$3,639.66	General
HILTON GARDEN INN	4/16/2026	P02036	Hotel Stay for ECR Step during National Competition. (4/16/26 - 4/19/26)	DAVID HUSSEY	Evan Coleman	Club - Step Team	\$2,887.08	TRUST - Step
AGUAVIDA PREMIUM WATER	4/17/2026	P00984	Water Delivery - every 3 weeks	DAVID HUSSEY	Chris Valencia	Operations	\$450.47	General
WALMART.COM 8009256278	4/17/2026	PO2231	USB wired microphones for use of recoding the board meetings. Will be compatible to chain with the current non usb mics we have	DAVID HUSSEY	Jeremiah Crown	Technology	\$199.75	General
METRICS GROUP LLC	4/19/2026	P01436	Application for Checkpoint Tracking	DAVID HUSSEY	Ryan Guinto	Operations	\$300.00	General
ENTERPRISE RENT-A-CAR	4/19/2026	PO2445	Car Rental National Step Competition	DAVID HUSSEY	Evan Coleman	Alternative Education	\$481.95	TRUST - Step
ENTERPRISE RENT-A-CAR	4/19/2026	PO2445	Car Rental National Step Competition	DAVID HUSSEY	Evan Coleman	Alternative Education	\$485.39	TRUST - Step
ENTERPRISE RENT-A-CAR	4/19/2026	PO2445	Car Rental National Step Competition	DAVID HUSSEY	Evan Coleman	Alternative Education	\$500.51	TRUST - Step
SMARTANDFINAL 409	4/22/2026	P01054	Culinary class groceries	DAVID HUSSEY	Nicole Gamez	CTE	\$598.50	CTE
FACEBK *3HY74MVRQ2	4/23/2026	P01026	Advertising on Facebook & Instagram for increasing enrollment efforts	DAVID HUSSEY	Ricardo Covarrubias	Marketing	\$900.00	General
SMARTANDFINAL 409	4/23/2026	P01054	Culinary class groceries	DAVID HUSSEY	Nicole Gamez	CTE	\$529.95	CTE
COMFORT INNS	4/23/2026	PO2440	Three rooms at the Comfort Inn. 1 for Ron Flaherty, 1 for Chaperone, and 1 for students for two nights. May 1st and 2nd. NJROTC National Brain Brawl Competition	DAVID HUSSEY	Ronald Flaherty	ROTC	\$870.78	General
WESTLAKEXCTF	4/24/2026	PO2350	SoCal Frosh-Soph Championships 4/25/26	DAVID HUSSEY	Colson Phillip	Athletics	\$515.60	General

**ECRCHS  
CREDIT CARD DETAILS  
April 2026**

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
HYATT REGENCY ORANGE COU	4/25/2026	PO2248	hotel rooms for national competition	DAVID HUSSEY	Stephanie Franklin	AcaDeca	\$764.37	General
ERACTOLL 371729852	4/26/2026	PO2445	Road Toll National Step Competition	DAVID HUSSEY	Evan Coleman	Alternative Education	\$35.27	TRUST - Step
ERACTOLL 371729909	4/26/2026	PO2445	Road Toll National Step Competition	DAVID HUSSEY	Evan Coleman	Alternative Education	\$15.54	TRUST - Step
ERACTOLL 371730294	4/26/2026	PO2445	Road Toll National Step Competition	DAVID HUSSEY	Evan Coleman	Alternative Education	\$15.80	TRUST - Step
					<b>Total</b>		<b>\$21,854.74</b>	

**ECRCHS  
CREDIT CARD DETAILS  
April 2026**

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
DUO*COM	3/26/2026	P01357®	Server Security Multifactor Authentication Services	FERNANDO DELGADO	Ryan Guinto	Technology	\$30.00	General
SOCAL FLEET WRAPS INC	3/27/2026	PO02444	Privacy window wraps for IEP meeting room windows	FERNANDO DELGADO	Chris Valencia	Administrator	\$870.00	Anti-Bias Grant
GOOGLE *PLAY BOOKS	3/27/2026		dispute charge	FERNANDO DELGADO			\$2.49	
PAYPAL *NEVADA	3/31/2026	PO02447	IEP Parent Meeting room decor.	FERNANDO DELGADO	Chris Valencia	Administrator	\$1,097.50	Anti-Bias Grant
LIBRETEXTS BOOKSTORE	3/31/2026	PO02171	Ethnic Studies Text Book	FERNANDO DELGADO	Megan Rayzor	Social Studies	\$3,717.77	Anti-Bias Grant
FIVERR *	4/1/2026	PO2203	March 26, 2026 Regular Board Meeting Minutes	FERNANDO DELGADO	Vania Rogriguez	Human Resources	\$109.00	General
WWW COSTCO COM	4/1/2026	PO02197	IEP Room Costco Order	FERNANDO DELGADO	Mike Vosogh	Operations	\$395.08	Anti-Bias Grant
CLAREMONT MCKENNA	4/2/2026	PO02202	ECR MUN program and this is a great competition for our novice and intermediate/advanced students.	FERNANDO DELGADO	Albert Vazquez	Club - Model UN	\$935.00	General
CAROLINA BIOLOGIC SUPPLY	4/2/2026	P01743	Pig specimen for Physiology dissection lab.	FERNANDO DELGADO	Jason Sabolic	Science	\$993.51	General
WWW COSTCO COM	4/2/2026	PO02197	IEP Room Costco Order	FERNANDO DELGADO	Mike Vosogh	Operations	\$1,624.29	Anti-Bias Grant
U-HAULEASTERN OIL INC	4/3/2026	PO02450	U-Haul and gas for trip to pick-up lunch cart from BCCHS	FERNANDO DELGADO	Chris Valencia	Operations	\$96.43	General
EXXON EASTERN OIL INC	4/3/2026	PO02450	U-Haul and gas for trip to pick-up lunch cart from BCCHS	FERNANDO DELGADO	Chris Valencia	Operations	\$20.00	General
TMOBILE POSTPAID WEB	4/3/2026	PO02451	12/21/2025 - 2/20/2026, BG & Security Devices, acct 207930869	FERNANDO DELGADO	Stephanie Avila	Operations	\$2,351.30	General
NYLAS	4/5/2026	PO00590	Email connector for in house app	FERNANDO DELGADO	Ryan Guinto	Technology	\$495.78	General
WWW COSTCO COM	4/8/2026	PO02197	IEP Room Costco Order	FERNANDO DELGADO	Mike Vosogh	Operations	\$1,185.20	Anti-Bias Grant
TIGER INVITATIONAL	4/11/2026	PO02265	Athlete registration for the Tiger Track and Field Invitational meet on 4/10/26	FERNANDO DELGADO	Colson Phillip	Athletics	\$385.00	General
SCHOOL SERVICES OF CALIFO	4/11/2026	CR000074	SSC May Revision Workshop May 21, 2026 Live webinar	FERNANDO DELGADO	Janneyra Verduzco	Business Office	\$365.00	General
ANTHROPIC	4/13/2026	PO02308	purchase provides the team writing, analysis, and workflow-support tool that improves reporting.	FERNANDO DELGADO	Janneyra Verduzco	Business Office	\$700.00	General
MICHAELS #9490	4/13/2026	PO02258	These are plain white t-shirts for the white lies spirit day next week on Wednesday, 4/15.	FERNANDO DELGADO	Angelina Cruz	Student Council	\$420.14	ASB General
CHARTER UP, LLC	4/14/2026	PO02448	Choir team service for travel in NYC - Road Toll	FERNANDO DELGADO	Shahan Markarian	Administrator	\$13.49	Prop 28
CHARTER UP, LLC	4/14/2026	PO02449	Student Transportation Road Toll - bus from JFK to hotel	FERNANDO DELGADO	Shahan Markarian	Administrator	\$7.20	Prop 28
FRONTIER AI GGQL9T	4/14/2026	PO02229	Colorado Summer Tournament	FERNANDO DELGADO	Jesus Contreras	Athletics	\$4,452.00	TRUST - Flag Football
365 DISPOSAL AND RECYCLIN	4/15/2026	PO02315	Two Dumpsters for the campus beautification	FERNANDO DELGADO	Mike Vosogh	Operations	\$355.00	General
365 DISPOSAL AND RECYCLIN	4/15/2026	PO02315	Two Dumpsters for the campus beautification	FERNANDO DELGADO	Mike Vosogh	Operations	\$355.00	General
MUSIC THEATRE INTL	4/15/2026	P02039	licensing for freshmen one act musical	FERNANDO DELGADO	Heidi Hutson	VAPA	\$886.56	General
CALIFORNIACHICKENCAFE	4/16/2026	PO02237	Lunches from California Chicken Cafe for the Flex Program retreat on 4/16/26	FERNANDO DELGADO	Dean Bennett	Flex	\$99.83	General
PAYPAL *GSB CANYON	4/16/2026	PO02293	Canyon Jazz Festival Registration Fee	FERNANDO DELGADO	Kevin Thurow	VAPA	\$256.00	General
SMARTANDFINAL 409	4/16/2026	PO02286	Water for Campus Beautification on 4/18/26	FERNANDO DELGADO	Colson Phillip	Operations	\$57.40	General
SMARTANDFINAL 409	4/16/2026	PO02287	snacks and drinks to sell at the Powderpuff event to fundraise for ASB	FERNANDO DELGADO	Evan Ireland	Student Council	\$454.52	ASB General
IN *TROPHYMAN	4/16/2026	PO02274	Powder Puff Legacy Trophy This trophy would be used each year for powder puff The winner would be added on a plate each year.	FERNANDO DELGADO	Lynsey Shano	Student Council	\$1,646.25	ASB General

**ECRCHS  
CREDIT CARD DETAILS  
April 2026**

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
CA SCIENCE CENTER	4/16/2026	PO02218	Deposit - Taking students to CA Sci Center to see Mummies of the World Exhibition for History and Science Lessons on Genetic Evolution.	FERNANDO DELGADO	Lisa Huffaker	Special Education	\$50.00	General
FIVERR *	4/17/2026	PO02377	Transcription for 04/16/26 Finance and Investment Board meeting	FERNANDO DELGADO	Vania Rogriguez	Human Resources	\$109.00	General
THE WEBSTAIRANT STORE INC	4/17/2026	PO02303	Replacing bad pizza screens for cafeteria	FERNANDO DELGADO	Mike Vosogh	Operations	\$101.87	General
GOOGLE PLAY BOOKS	4/20/2026		dispute charge	FERNANDO DELGADO			\$2.49	
DANS SUPER SUBS	4/21/2026	PO02327	Retreat Food for Econ Gov 4/21/26	FERNANDO DELGADO	Colson Phillip	Social Studies	\$91.30	General
CALIFORNIACHICKENCAFE	4/22/2026	PO02331	Retreat Food	FERNANDO DELGADO	Sandra Delgado	Business Tech	\$54.15	General
HOLLYWOODPANTAGES SUBS	4/22/2026	PO02405	Tickets for Jerry Herman Awards- we were nominated for 3 awards	FERNANDO DELGADO	Heidi Hutson	VAPA	\$700.00	TRUST - Drama
IN *CALIFORNIA IT IN EDUC	4/22/2026	PO02333	CITE Conference Registration	FERNANDO DELGADO	Chris Valencia	Technology	\$1,090.00	General
WAVE - *ROYAL RESULTS TIM	4/22/2026	PO02329	Home Track and Field Meets March 26th and April 23rd.	FERNANDO DELGADO	Colson Phillip	Athletics	\$1,000.00	General
WAVE - *ROYAL RESULTS TIM	4/22/2026	PO02329	Home Track and Field Meets March 26th and April 23rd.	FERNANDO DELGADO	Colson Phillip	Athletics	\$1,000.00	General
SMARTANDFINAL 409	4/25/2026	PO02340	Concession supplies to sell at DTASC	FERNANDO DELGADO	Heidi Hutson	VAPA	\$503.23	TRUST - Drama
DUO*COM	4/26/2026	P01357®	Server Security Multifactor Authentication Services	FERNANDO DELGADO	Ryan Guinto	Technology	\$30.00	General
					<b>Total</b>		<b>\$29,108.78</b>	

Account Number : 4866 9110 0013 3507  
 Unique ID: XXXX XXXX XXXX 0532  
 DAVID HUSSEY  
 Statement Date : 04-27-2026



Account Summary		General Information	
Previous Balance	\$0.00	Total Activity	\$21,854.74
Purchases and Other Charges	\$21,854.74		
Cash Advances	\$0.00		
Cash Advance Fees	\$0.00		
Late Payment Charges	\$0.00	QUESTIONS OR TO REPORT A LOST OR STOLEN CARD, CALL CUSTOMER SERVICE 1-800-344-5696	
Credits	\$0.00 CR		
Payments	\$0.00 PY		
<b>Total Activity</b>	<b>\$21,854.74</b>		
Disputed Amount	\$0.00		

**Account Messages**

We certify that all purchases listed on this statement, unless annotated to the contrary, are true, correct and for official business only. Payment is authorized.

Cardholder	Date	Approver	Date
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**New Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-27	03-26	24036296085718600642745	VISTAPRINT 866-207-4955 MA	887.86
03-27	03-25	24073146085900012830701	PIEDMONT CME 229-8948665 GA	300.00
03-27	03-27	24793386086000109166091	FACEBK *M722CJVRQ2 650-5434800 DE	900.00
03-30	03-27	24231686086694535018349	SMARTANDFINAL 409 510-851-8548 CA	544.33
04-01	03-31	24793386090000217777221	FACEBK *BBDF9KVSQ2 650-5434800 DE	220.80
04-02	04-01	24692166091101269187967	GOOGLE *CLOUD TJQJ6L G.CO/HELPPAY# CA	178.21
04-03	04-02	24793386092000722017095	INDEED USI26-02418122 800-4625842 TX	334.18
04-09	04-08	24231686098708254003831	SMARTANDFINAL 409 510-851-8548 CA	602.04
04-10	04-09	24231686099709370002524	SMARTANDFINAL 409 510-851-8548 CA	459.62
04-13	04-13	24011346103100059525970	ALGOLIA 2U2604788781 ALGOLIA.COM CA	360.00
04-13	04-11	24793386101000229992062	FACEBK *6TMH2LRSQ2 650-5434800 DE	900.00
04-13	04-12	24793386102000605714071	MAILCHIMP 678-9990141 GA	492.00
04-15	04-14	24231686104715142003107	SMARTANDFINAL 409 510-851-8548 CA	465.35

(New Activity continued on next page)

CORPORATE PAYMENT SYSTEMS  
 P.O. BOX 6343  
 FARGO, ND 58125-6343

**EL CAMINO REAL CHS**

Account Number: 4866 9110 0013 3507  
 Unique ID: XXXX XXXX XXXX 0532  
 Amount Due: \$0.00

**\*\*MEMO STATEMENT ONLY\*\*  
 DO NOT REMIT PAYMENT**



DAVID HUSSEY  
 EL CAMINO REAL CHS  
 5440 VALLEY CIRCLE BLVD  
 WOODLAND HILLS CA 91367-5949

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-16	04-15	24011346106100032589777	USAD.ORG USAD.ORG MN	2,019.73
04-17	04-15	24692166106401806108432	SOUTHWES 5262150930243 800-435-9792 TX KURLAND/KIERA DEPARTURE05-01-26 LAX WN O BNA WN O MCO WN O LAX	3,639.66
04-17	04-17	24692166107402077308973	AGUAVIDA PREMIUM WATER 747-444-9637 CA	450.47
04-20	04-19	24000776109100023529657	METRICS GROUP LLC FORM-METRICS. FL	300.00
04-20	04-19	24164076109060216288452	ENTERPRISE RENT-A-CAR DALLAS TX 371729852	481.95
04-20	04-19	24164076109060216288593	ENTERPRISE RENT-A-CAR DALLAS TX 371730294	485.39
04-20	04-19	24164076109060216290300	ENTERPRISE RENT-A-CAR DALLAS TX 371729909	500.51
04-20	04-17	24445006107200218936050	WALMART.COM 8009256278 800-966-6546 AR	199.75
04-20	04-16	24755426107261078062589	HILTON GARDEN INN 214-6963000 TX 23556112 ARRIVAL:04-16-26	2,887.08
04-23	04-22	24231686112724384003478	SMARTANDFINAL 409 510-851-8548 CA	598.50
04-23	04-23	24793386113000311778060	FACEBK *3HY74MVRQ2 650-5434800 DE	900.00
04-24	04-23	24231686113725514003386	SMARTANDFINAL 409 510-851-8548 CA	529.95
04-27	04-24	24064666115100005319497	WESTLAKEXCTF WESTLAKEXCTF. CA	515.60
04-27	04-26	24430996117730010129253	ERACTOLL 371729852 877-860-1258 TX	35.27
04-27	04-26	24430996117730010129261	ERACTOLL 371729909 877-860-1258 TX	15.54
04-27	04-26	24430996117730010129337	ERACTOLL 371730294 877-860-1258 TX	15.80
04-27	04-23	24755426114171140483120	COMFORT INNS ORLANDO FL 0887470436 ARRIVAL:04-22-26	870.78
04-27	04-25	24943006116419900264532	HYATT REGENCY ORANGE COU 7147501234 CA 2094877147501234 ARRIVAL:04-22-26	764.37

Account Number : 4866 9100 7248 5613  
 Unique ID: XXXX XXXX XXXX 0112  
 FERNANDO DELGADO  
 Statement Date : 04-27-2026



Account Summary		General Information	
Previous Balance	\$0.00	Total Activity	\$29,108.78
Purchases and Other Charges	\$29,108.78	QUESTIONS OR TO REPORT A LOST OR STOLEN CARD, CALL CUSTOMER SERVICE 1-800-344-5696	
Cash Advances	\$0.00		
Cash Advance Fees	\$0.00		
Late Payment Charges	\$0.00		
Credits	\$0.00 CR		
Payments	\$0.00 PY		
<b>Total Activity</b>	<b>\$29,108.78</b>		
Disputed Amount	\$0.00		

**New Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-27	03-26	24692166085108650352579	DUO*COM 866-760-4247 MI	30.00
03-30	03-27	24011346087100076935244	SOCAL FLEET WRAPS INC WWW.SOCALFLEE CA	870.00
03-30	03-27	24692166086109556575825	GOOGLE *PLAY BOOKS G.CO/HELPPAY# CA	2.49
04-01	03-31	24027626090067666806873	PAYPAL *NEVADA 402-935-7733 CA	1,097.50
04-01	03-31	24492166091100002382655	LIBRETEXTS BOOKSTORE LIBRETEXTS.OR CA	3,717.77
04-02	04-01	24036296091744637688990	FIVERR * 954-368-2267 NY	109.00
04-02	04-01	24692166091101226075099	WWW COSTCO COM 800-955-2292 WA	395.08
04-03	04-02	24011346092100129685690	CLAREMONT MCKENNA CLAREMONTMCKE CA	935.00
04-03	04-02	24493986092878783348958	CAROLINA BIOLOGIC SUPPLY 336-586-6301 NC	993.51
04-03	04-02	24692166092102042916374	WWW COSTCO COM 800-955-2292 WA	1,624.29
04-06	04-05	24064666096100001916828	NYLAS NYLAS.COM CA	495.78
04-06	04-03	24137466094501426470368	U-HAULEASTERN OIL INC WOODLAND HILL CA 22953661	96.43
04-06	04-03	24692166093103496531627	EXXON EASTERN OIL INC WOODLAND HILL CA	20.00
04-06	04-03	24692166094103526711776	TMOBILE POSTPAID WEB 800-937-8997 WA	2,351.30
04-08	04-08	24692166098107233131109	WWW COSTCO COM 800-955-2292 WA	1,185.20
04-13	04-11	24000776101100015513386	TIGER INVITATIONAL TIGERINVITETF CA	385.00
04-13	04-11	24717056101181010342444	SCHOOL SERVICES OF CALIFO 916-4467517 CA	365.00
04-14	04-13	24011346104100019668190	ANTHROPIC ANTHROPIC.COM CA	700.00
04-14	04-13	24692166103409205335715	MICHAELS #9490 800-642-4235 TX	420.14

(New Activity continued on next page)

CORPORATE PAYMENT SYSTEMS  
 P.O. BOX 6343  
 FARGO, ND 58125-6343

**EL CAMINO REAL CHS**

Account Number: 4866 9100 7248 5613  
 Unique ID: XXXX XXXX XXXX 0112  
 Amount Due: \$0.00

**\*\*MEMO STATEMENT ONLY\*\***  
**DO NOT REMIT PAYMENT**



FERNANDO DELGADO  
 EL CAMINO REAL CHS  
 5440 VALLEY CIRCLE BLVD  
 WOODLAND HILLS CA 91367-5949

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-14	24008476104000507885266	CHARTER UP, LLC 8559202287 GA	13.49
04-15	04-14	24008476104000507953163	CHARTER UP, LLC 8559202287 GA	7.20
04-15	04-14	24717056105581050171296	FRONTIER AI GGQL9T 720-3744390 CO HAYASHIDA/R DEPARTURE:	4,452.00
04-16	04-16	24011346106100025180246	CALIFORNIACHICKENCAFE CALIFORNIACHI CA	99.83
04-16	04-15	24013396105003280006151	365 DISPOSAL AND RECYCLIN 888-4830836 CA	355.00
04-16	04-15	24013396105003280006219	365 DISPOSAL AND RECYCLIN 888-4830836 CA	355.00
04-17	04-16	24036386106071482552358	PAYPAL *GSB CANYON 402-935-7733 CA	256.00
04-17	04-16	24231686106717448010396	SMARTANDFINAL 409 510-851-8548 CA	57.40
04-17	04-16	24231686106717448010404	SMARTANDFINAL 409 510-851-8548 CA	454.52
04-17	04-16	24692166106401954890641	IN *TROPHYMAN 800-3703564 CA	1,646.25
04-17	04-15	24750696106900199200966	MUSIC THEATRE INTL 212-5414684 NY	886.56
04-17	04-16	24793386106002331769219	CA SCIENCE CENTER 132-3724362 CA	50.00
04-20	04-17	24036296107742457117977	FIVERR * 954-368-2267 NY	109.00
04-20	04-17	24113436108100506958569	THE WEBSTAIRANT STORE INC 717-392-7472 PA	101.87
04-21	04-20	24204296110002332748210	GOOGLE PLAY BOOKS 650-2530000 CA	2.49
04-22	04-21	24801976112724058453848	DANS SUPER SUBS WOODLAND HILL CA	91.30
04-23	04-22	24000776112100034752954	CALIFORNIACHICKENCAFE CALIFORNIACHI CA	54.15
04-23	04-22	24692166112407180982278	HOLLYWOODPANTAGES SUBS 866-755-2929 CA	700.00
04-23	04-22	24692166112407551981255	IN *CALIFORNIA IT IN EDUC 916-6747700 CA	1,090.00
04-23	04-22	24906416112255934218320	WAVE - *ROYAL RESULTS TIM 661-7148949 CA	1,000.00
04-23	04-22	24906416112255934372119	WAVE - *ROYAL RESULTS TIM 661-7148949 CA	1,000.00
04-27	04-25	24231686115727935003225	SMARTANDFINAL 409 510-851-8548 CA	503.23
04-27	04-26	24692166116401414556954	DUO*COM 866-760-4247 MI	30.00

## Coversheet

### Discuss and Vote to Approve the 2026-2027 Service Agreement with Sage SoCal, Inc.

**Section:** VI. School Business Voting  
**Item:** A. Discuss and Vote to Approve the 2026-2027 Service Agreement with Sage SoCal, Inc.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ECR 2026-27 SAGE CONTRACT.pdf  
SBT\_Bid\_Comparison\_2026-27 (2).pdf

## CONSULTANT AGREEMENT

### INTRODUCTION

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

### AGREEMENT

School and Consultant agree as follows:

1. **Term.** The term of this Agreement begins on 8/6/2026 and continues through 6/6/2027 unless terminated as set forth below.
2. **Scope of Representation.** Consultant shall furnish services including on-site school based counseling as requested by and included in Addendum A. Consultant shall also take reasonable steps to keep School informed of significant developments in those matters and to respond to School's inquiries.
3. **Limit of Authorization** This agreement constitutes an authorization to perform services on behalf of School for the amount not to exceed **\$100,000**. Consultant is not authorized to proceed with work that will result in payments in excess of this amount without expressed written approval by the School.
4. **Billing and Payments.** Invoices will be given to the School by Consultant monthly for 10 months. The first payment of **\$10,000 is due 8/1/26 and last payment of \$10,000 is due 5/1/27**. School will submit payment to Consultant within 15 business days of receiving the invoice.
5. **Direction and Control.** Consultant work under this Agreement shall be directed and controlled solely by School's Authorized Representative, who shall be designated in writing.
6. **Termination.** This Agreement may be terminated by School or Consultant on reasonable grounds at any time giving 30 days' notice. Upon termination, Consultant shall transfer to School or to its new Service Provider all files, written material, and any documents relating to the Plan except whatever work product is the exclusive property of Consultant such as client files, internal communications among Consultant and staff of a non-substantive nature. Consultant will be available to consult with School or its new Consultant about the Plan in accordance with the terms of this Agreement for a reasonable time following any termination of this Agreement.
7. **Prorated Refund.** Consultant and School agree that the Consultant will provide a prorated refund to the School for any days services are not provided by the therapist per semester, after expected therapist Start dates (8/10/26 for Fall 2026 and 1/11/27 for Spring 2027). Prorated refund amounts are based on the following:
  - a. \$50,000 per semester divided by number of days (85) for Fall and (95) for Spring = prorated daily pay for each semester.

- b. Any total prorated amount per semester shall be made by the Consultant to ECRCHS, if applicable, within 15 calendar days from the date the prorated refund request is made and/or invoice received by Consultant each semester.
  - c. Sage agrees to refund the School for any days the therapist misses after their allotted 6 PTO days per academic year.
7. **Consultant's Employees.** No employee of Consultant shall by virtue of this Agreement acquire any rights or status in School services. Consultant shall be solely responsible for payment of Consultant's employees, including all fringe benefits. Consultant warrants and guarantees that all employees assigned by Consultant to work with the School under this Agreement shall hold all appropriate licenses and credentials which shall be in good standing. Consultant shall indemnify and hold and save School harmless from any and all claims by any person claiming employment status with the School based upon work performed under this Agreement.
8. **Student Privacy.** Consultant is familiar with, and agrees to abide by, all applicable federal, state, and local rules and regulations, governing student data and privacy, including but not limited to federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), and Chapter 6.5 of Part 27 of Division 4 of Title 2 of the Education Code (commencing with section 49060.)
  - a. Consultant will provide training, as applicable, to employees responsible for implementing the terms of this Agreement to ensure the security and confidentiality of pupil records.
  - b. Consultant will maintain all pupil records in a secure environment and not copy or reproduce such records except as necessary to fulfill its obligations under this Agreement.
  - c. To ensure the security and confidentiality of pupil records, access to data and systems is restricted to authorized employees of Consultant.
  - d. All student data, which qualifies as a student record, is the property of and under the control of the School.
  - e. The use of any information by Consultant in the pupil record for any purpose other than those required or specifically permitted by this Agreement is prohibited.
  - f. In the event of any unauthorized disclosure of the pupil's records by Consultant, Consultant must immediately notify the School of the nature, scope and severity of the unauthorized disclosure.
  - g. Consultant certifies that pupil records will not be retained by Consultant, or to any third party, upon the completion of the terms of this Agreement. Consultant will destroy all personally identifiable data obtained under this Agreement when it is no longer needed for the purpose for which it was obtained or transfer such data to the School or School's designee, according to a schedule and procedure provided by the School.

- h. Consultant is prohibited from using personally identifiable information in pupil records to engage in targeted advertising.
  - i. Contractor agrees to provide monthly operational and programmatic data to the School no later than the 10th calendar day of each month for the immediately preceding month. Reports shall be provided in a format reasonably determined by Contractor and may include service utilization, program activities, and other non-confidential operational information appropriate for contract oversight and program evaluation. The parties may mutually agree to modify reporting categories or formats during the term of this Agreement. All reports shall comply with applicable state and federal confidentiality and privacy laws.
9. **Entire Agreement, Modification.** This Agreement contains the entire agreement between Consultant and School relating to the scope of services described above and in Addendum A. The Agreement may be modified or amended only by a written modification to this Agreement executed by Consultant and by School upon agreement of both parties.
10. **Compliance With Discrimination Laws.** Consultant will comply with Title VII of the Civil Right Act of 1964 and that no person shall, on the grounds of race, creed, color, disability, sex, national origin, sexual orientation, age, religion, Vietnam era veteran's status, political affiliation, or any other non-merit factors, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Agreement.
11. **Conflicting Positions.** No officer, member, or employee of School and no member of its governing bodies shall have any pecuniary interest, direct or indirect, in this Agreement or in any amounts paid under this Agreement. No principal of Consultant or any of Consultant's employees shall serve on a School board, committee or other position which by rule, practice or action nominates or recommends Consultant to represent School, supervises such Consultant's representation of School, or authorizes funding to School's Consultant.
12. **Indemnity.** Consultant shall indemnify and hold and save School harmless from any and all claims arising from Consultant's negligent performance under this Agreement, including but not limited to third-party claims for injury to persons or property damage, to the extent of Consultant's negligence or intentional failure to perform such services in accordance with the standard of care applicable to Consultant. School shall have the right to counsel of its choice
13. **General Liability Insurance.** During the term of this Agreement, Consultant shall maintain comprehensive general liability coverage with aggregate limits in an amount not less than \$2 million, and automobile coverage with combined single limits in an amount not less than \$1 million. Consultant's coverage shall be primary to any insurance maintained by School. Unless the policy is simultaneously replaced with a new policy providing the same coverage, Consultant shall immediately forward to School any notice of the cancellation or non-renewal of any such coverages, or any other policy changes that materially affect coverage.

14. **Workers' Compensation Insurance.** During the term of this Agreement, Consultant also shall maintain workers' compensation insurance. At School's request, Consultant shall provide School a certificate evidencing this insurance. Consultant's workers' compensation insurance shall be primary to any insurance maintained by School. Unless the policy is simultaneously replaced with a new policy providing the same coverage, Consultant shall immediately forward to School any notice of the cancellation or non-renewal of Consultant's workers' compensation coverage, or any other policy changes that materially affect such coverage.

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

**El Camino Real Charter High School**

By \_\_\_\_\_

Dated:

**Sage SoCal, Inc.**

By  
Kathi Colli, Executive Director

Dated:

## **Addendum A**

### **Point of Contact**

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

### **Scope of Work**

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

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

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

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

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

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

**EL CAMINO REAL CHARTER HIGH SCHOOL**

# School Based Therapist Proposal

*Bid Comparison and Award Recommendation: School Based Therapist Services, 2026 to 2027*

## Executive Summary

Staff evaluated three vendors capable of providing school based therapist services for the 2026 to 2027 academic year. The options reviewed are Sage SoCal Inc., the LAUSD Itinerant Psychiatric Social Worker program, and Scoot Education. Each was assessed on annual cost, service scope, supervision structure, insurance, continuity of care, refund and absence provisions, and overall contract risk.

Staff recommends the Board award the contract to Sage SoCal Inc. for a one year term at the not to exceed amount of \$100,000. Sage offers a fully licensed clinician embedded on campus for the entire school year, includes weekly clinical supervision and ongoing training in the base price, carries the insurance coverage ECR requires, and provides a refund mechanism for missed service days. It is also the lowest cost licensed option by a meaningful margin.

## Side by Side Cost Comparison

The following table summarizes each vendor on an annualized, 1.0 FTE basis for the 2026 to 2027 school year.

Vendor	Engagement Model	Annualized Cost	Cost Certainty
<b>Sage SoCal, Inc.</b>	Fixed price contract, one licensed therapist embedded on campus for the full school year	<b>\$100,000</b>	Fixed
<b>LAUSD Itinerant PSW (33D 4)</b>	District provided 1.0 FTE Psychiatric Social Worker, 5 days per week	<b>\$164,199</b>	Fixed
<b>Scoot Education (Licensed)</b>	Hourly billing for LCSW, LMFT, or LPCC at \$115 per hour	<b>~\$135,000 to \$145,000</b>	Variable
<b>Scoot Education (Associate)</b>	Hourly billing for registered associate clinicians at \$70 per hour	<b>~\$80,000 to \$90,000</b>	Variable

Sage and LAUSD figures are vendor stated annual costs and do not vary with hours utilized. Scoot estimates assume approximately 6.5 to 7 billable service hours per day across a 180 day school year. Actual Scoot costs would vary based on caseload demand, crisis response, and documentation time.

**EL CAMINO REAL CHARTER HIGH SCHOOL**

**Effective Cost Per Service Hour**

To compare engagement models on an apples to apples basis, staff calculated an effective hourly rate using 1,170 service hours per year as the denominator for the fixed price vendors. This figure reflects roughly 6.5 hours of direct service across the 180 day school year.

Vendor	Clinician Level	Effective Hourly Rate
Sage SoCal	Licensed	\$85.47 (fixed contract, no variability)
LAUSD PSW	Licensed	\$140.34
Scoot Education	Licensed	\$115.00
Scoot Education	Associate	\$70.00

At an effective rate of approximately \$85 per hour, Sage delivers a licensed clinician for less than the hourly rate Scoot charges for the same credential level, and substantially less than the LAUSD program.

**Vendor Profiles**

**Sage SoCal, Inc.**

Sage proposes one licensed therapist embedded on campus from August 6, 2026 through June 6, 2027. The scope of work covers individual and group counseling, proactive mental health education, crisis intervention, community referrals, staff consultation, attendance remediation and training, parent consultation, and parent workshops. All Sage clinicians are registered with the California Board of Behavioral Sciences, complete LiveScan background checks, and operate under CAMFT ethical standards and California mandated reporting law. Clinicians receive one hour of weekly individual clinical supervision on site and an additional two hours of group training delivered virtually by Sage, both

**LAUSD Itinerant Psychiatric Social Worker**

LAUSD offers a 33D 4 Itinerant Psychiatric Social Worker through its Mental Health Regional Admin Coordinator structure. A 1.0 FTE placement at five days per week is priced at \$164,199 for the school year. X Time is available for crisis response or after hours work at an additional rate of \$3,368 per week or \$2,526 for a 30 hour annual allotment.

LAUSD references the UTLA contract requirement that traditional district schools with 600 or more students receive a full time PSW. As an independent charter, ECR is not bound by the UTLA contract and has full discretion in how it staffs mental health services. The LAUSD model is rigid on scope and pricing and offers no contractual refund or absence protection visible in the documentation provided. For comparable licensed coverage, the differential between LAUSD and Sage is approximately \$64,199 with no material difference in service scope.

## **EL CAMINO REAL CHARTER HIGH SCHOOL**

### **Scout Education**

Scout's rate sheet reflects an hourly billing model. Licensed clinicians (LCSW, LMFT, LPCC) bill at \$115 per hour. Registered associate clinicians (AMFT, ASW, APCC) bill at \$70 per hour. Annualized at full school year hours, licensed coverage lands between \$135,000 and \$145,000 and associate level coverage lands between \$80,000 and \$90,000.

The associate level rate is the lowest absolute price point of any option but is not directly comparable to the licensed staffing Sage and LAUSD provide. Associate clinicians work under licensed supervision and may have less experience with the acuity ECR's caseload typically presents. The Scout rate sheet also does not include contract terms, supervision structure, insurance certificates, refund provisions, or a defined service scope. Hourly billing introduces budget variability and shifts utilization risk to the District. Continuity of care under a staffing agency model is also less certain than under a dedicated long term placement.

### **Recommendation**

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Staff recommends the Board approve a one year agreement with Sage SoCal Inc. for the 2026 to 2027 school year in an amount not to exceed \$100,000. Sage delivers the lowest fixed cost for a fully licensed clinician embedded on campus for the entire academic year.

# Coversheet

## Discuss and Vote on the 2026-2027 Textbook Budget

**Section:** VI. School Business Voting  
**Item:** B. Discuss and Vote on the 2026-2027 Textbook Budget  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Textbook\_Budget\_Board\_Approval\_FY2627\_ECRCHS\_Refresh (2).pptx

EL CAMINO REAL CHS | FY 2026-27

# Textbook Budget

## Board Approval Request

*All Departments | May 2026*

English

Math

Social Studies

World Languages

VAPA

Science

Special Ed

ACADECA

FLEX

Business Tech

**Subtotal: \$816,338 + 15% Contingency: \$122,451 = Total Request: \$938,789**

# EXECUTIVE SUMMARY

FY 2026–27 Textbook Requests — All Departments

## TEXTBOOK SUBTOTAL

**\$816,338**

10 departments

## 15% CONTINGENCY

**\$122,451**

Price increases / overages

## TOTAL BOARD REQUEST

**\$938,789**

Subtotal + contingency

Department	Subtotal
English	\$301,653
Math	\$198,981
Social Studies	\$160,000
World Languages	\$100,818
VAPA	\$11,086

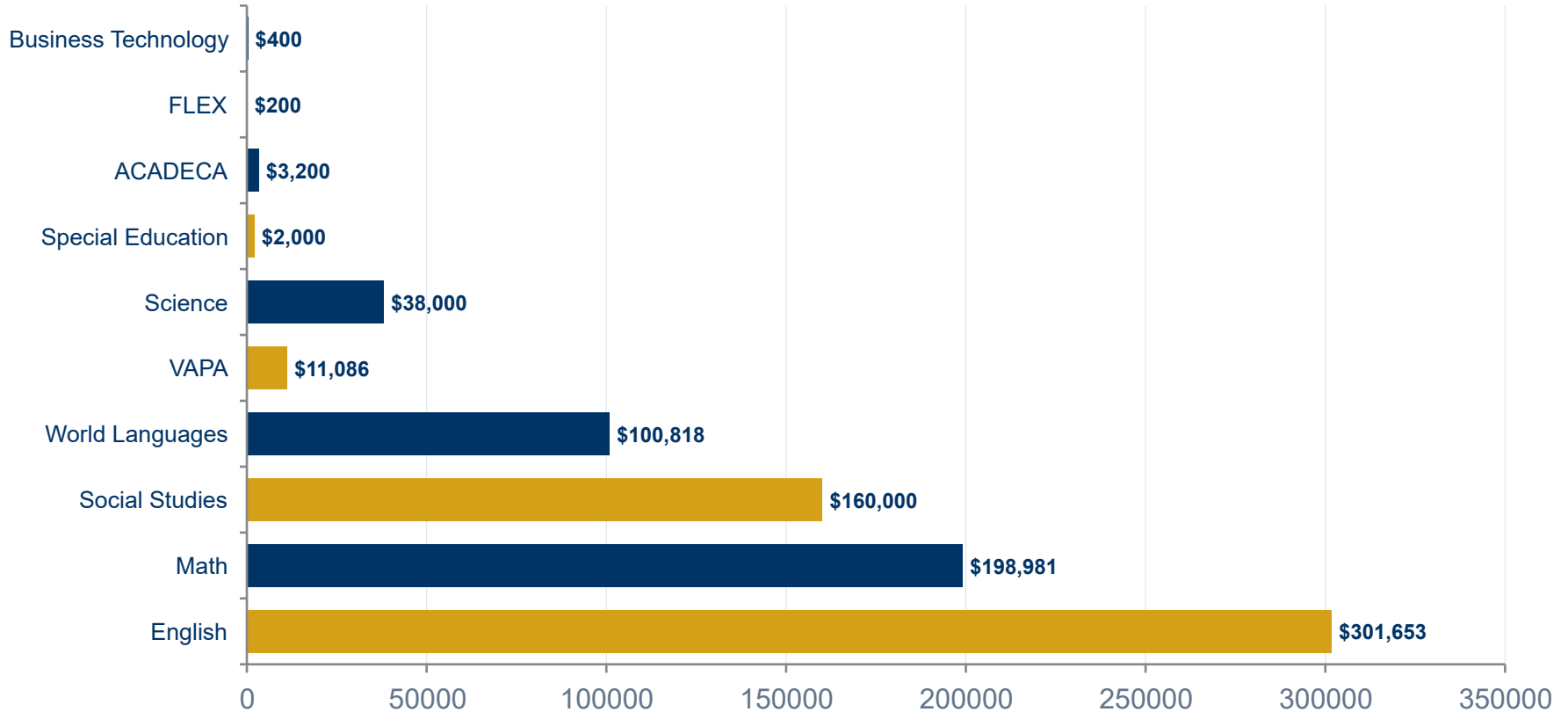
Department	Subtotal
Science	\$38,000
Special Education	\$2,000
ACADECA	\$3,200
FLEX	\$200
Business Technology	\$400

15% Contingency (price increases, shipping, unforeseen overages):

**\$122,451**

# TEXTBOOK BUDGET BY DEPARTMENT

Subtotal \$816,338 + 15% Contingency \$122,451 = \$938,789



# ENGLISH DEPARTMENT

Textbook Request | \$301,653

5-Year Digital License Renewal | BFW Publishers | Quotes: #00136872-74 | 3/18/2026

Status	Item Description	Amount
Pending	Grades 9-11: Foundations of Lang & Lit 2e / Advanced Lang & Lit 2e / American Lit & Rhetoric 1e (5-yr Achieve Digital, 850+850+650 licenses)	\$301,653
<b>TEXTBOOK SUBTOTAL</b>		<b>\$301,653</b>
		<b>\$346,901</b>

# MATH DEPARTMENT

Textbook Request | \$198,981

6-Year Adoption | Big Ideas Learning / Cengage | Quote #: 00143377 | 4/9/2026

Status	Item Description	Amount
Pending	Textbook Adoption — Algebra 1 & Algebra 2 (Big Ideas Learning, 6-Year)	\$175,032
Pending	AP Statistics Curriculum + AP Exam Review Course	\$1,949
Pending	Consumable Workbooks (Precalculus / Adv. Applied Math)	\$5,000
Pending	SUPA — Tuition for Differential Equations & Calculus (Yearly)	\$17,000
<b>TEXTBOOK SUBTOTAL</b>		<b>\$198,981</b>

# SOCIAL STUDIES DEPARTMENT

Textbook Request | \$160,000

New textbook adoption | Quotes pending

Status	Item Description	Amount
Pending	New CP U.S. History Textbooks (350 books + 600 licenses)	\$150,000
Pending	Renew AP European History — Western Civilization: Vol II Since 1500 (ISBN: 9780357987230)	\$10,000
<b>TEXTBOOK SUBTOTAL</b>		<b>\$160,000</b>

# WORLD LANGUAGES DEPARTMENT

Textbook Request | \$100,818

Spanish 1 — Encuentros 2026 | Vista Higher Learning | Quote #: 2512213714 | Valid: 10/15/2026

Status	Item Description	Amount
Pending	Spanish 1 Curriculum: Encuentros 2026 — Textbooks, Online Licenses & Workbooks (6-Year)	\$100,818
<b>TEXTBOOK SUBTOTAL</b>		<b>\$100,818</b>

## Art, Theatre &amp; Audio Production textbooks

Status	Item Description	Amount
	Exploring Visual Design — Student Book 022-3	\$3,414
	Exploring Visual Design — Teacher Edition	\$111
	Experience Painting — eBook Class Set w/ 30 Printed Student Books	\$3,016
	Experience Painting — Teacher's Edition	\$105
	The Perfect Stage Crew	\$540
	Fundamentals of Theatrical Design	\$575
	Introduction to Theatre Arts Workbook	\$875
	Sanford Meisner On Acting	\$450
	Uta Hagen — Respect for Acting	\$500
	Audio Post Production for Film and Television	\$1,500
<b>TEXTBOOK SUBTOTAL</b>		<b>\$11,086</b>

# SCIENCE DEPARTMENT

Textbook Request | \$38,000

New &amp; replacement textbooks | Quotes needed for final counts

Status	Item Description	Amount
Pending	AP Physics C Textbooks (~40 books, new/updated)	\$8,000
Pending	AP Chemistry Textbooks (new/updated, qty TBD)	\$20,000
Pending	Replacement of Chemistry Books (inventory count needed)	\$10,000
<b>TEXTBOOK SUBTOTAL</b>		<b>\$38,000</b>

# SPECIAL EDUCATION DEPARTMENT

Textbook Request | \$2,000

## Study skills support materials

Status	Item Description	Amount
Pending	Planners for Study Skills Students	\$2,000
<b>TEXTBOOK SUBTOTAL</b>		<b>\$2,000</b>

# ACADECA DEPARTMENT

Textbook Request | \$3,200

## Academic Decathlon supplemental materials

Status	Item Description	Amount
Pending	Supplemental Instructional Materials (Academic Decathlon)	\$3,200
<b>TEXTBOOK SUBTOTAL</b>		<b>\$3,200</b>

# FLEX DEPARTMENT

Textbook Request | \$200

## Supplemental reading materials

Status	Item Description	Amount
Pending	Additional Novels for English Classes	\$200
<b>TEXTBOOK SUBTOTAL</b>		<b>\$200</b>

Personal finance curriculum

Status	Item Description	Amount
Pending	Rich Dad Poor Dad — Qty: 40 books	\$400
<b>TEXTBOOK SUBTOTAL</b>		<b>\$400</b>

# COMPLETE BUDGET SUMMARY

All Departments — Textbooks + 15% Contingency

#	Department	Primary Item	Subtotal	Total
1	English	Grades 9–11: Foundations of Lang & Lit 2e / Advanced La...	\$301,653	\$346,901
2	Math	Textbook Adoption — Algebra 1 & Algebra 2 (Big Ideas Le...	\$198,981	\$228,828
3	Social Studies	New CP U.S. History Textbooks (350 books + 600 licenses...	\$160,000	\$184,000
4	World Languages	Spanish 1 Curriculum: Encuentros 2026 — Textbooks, Onli...	\$100,818	\$115,941
5	VAPA	Exploring Visual Design — Student Book 022-3	\$11,086	\$12,749
6	Science	AP Physics C Textbooks (~40 books, new/updated)	\$38,000	\$43,700
7	Special Education	Planners for Study Skills Students	\$2,000	\$2,300
8	ACADECA	Supplemental Instructional Materials (Academic Decathlo...	\$3,200	\$3,680
9	FLEX	Additional Novels for English Classes	\$200	\$230
10	Business Technology	Rich Dad Poor Dad — Qty: 40 books	\$400	\$460
<b>TEXTBOOK SUBTOTAL</b>			<b>\$816,338</b>	<b>\$938,789</b>

15% Contingency = \$122,451 | Covers price increases, shipping variances, and unforeseen overages | Grand Total Board Request = \$938,789

# Board Action Requested

## MOTION TO APPROVE

The Board approves the FY 2026–27 Textbook Budget for all requesting departments, inclusive of a 15% contingency, for a total not to exceed:

# \$938,789

Textbook Subtotal: \$816,338 + 15% Contingency: \$122,451

10 Departments | All quotes on file and available upon request | May 2026

English

Math

Social

World

VAPA

Science

Special

ACADECA

FLEX

Business

## Coversheet

### Discuss and Vote on the New Back Office Provider, Harness

**Section:** VI. School Business Voting  
**Item:** D. Discuss and Vote on the New Back Office Provider, Harness  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BackOffice\_Board\_Briefing.pdf  
HARNESS El Camino Real Charter High School Option 2 5.11.26.pdf  
HARNESS\_Board\_Briefing.pdf

## Board Briefing

### Proposed Back Office Services Provider and Recommended Board Action

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Prepared by Fernando Delgado, Chief Business Officer  
May 14, 2026

#### Purpose

This briefing is provided to support a board vote on engaging HARNES Potential Inc as the school's back office services provider beginning July 1, 2026. The recommendation is to approve the services agreement and consolidate the school's back office accounting and financial reporting functions under a single provider.

#### Background and Current Structure

At the start of this year, I inherited and El Camino Real operated with two separate back office providers, ICON and CLA. ICON has been billing the school three thousand six hundred seventy five dollars a month, and CLA has been billing six thousand five hundred ninety nine dollars a month.

On top of that outside spend, the internal accounting team has carried one vacant position for the entire year. The work has continued to get done, but it has been done with a thinner team that has learned to adjust. That is not a structure I want to carry into next year, and the HARNES proposal is the opportunity to fix it.

#### The Proposal

The proposal is to retire the two provider arrangement and move all back office accounting and financial reporting work to HARNES Potential Inc under the services agreement dated May 11, 2026. HARNES is a back office provider that works specifically with California charter schools.

Under the agreement, HARNES would help with budget development, monthly financial reporting and forecasting, general ledger and bookkeeping, balance sheet and bank reconciliations, audit preparation, cash management, and the categorical and compliance reporting the school is required to submit to its authorizer and to the state. The initial term runs from July 1, 2026 through June 30, 2027, and the agreement renews after that.

#### Cost Comparison

It helps to put the HARNES pricing next to what the school has paid for back office support, both this year and in the past. This year, between ICON and CLA, the school is spending about ten thousand dollars a month. Going back a few years, when the school used EdTec as a single comprehensive back

office provider, the school was paying over sixteen hundred dollars a month for that service once the base fee and the related reporting fees were included.

The HARNESS agreement comes in well below both of those reference points. The proposed monthly fee for HARNESS is eight thousand three hundred thirty-three dollars (\$8,333) which works out to a one-hundred thousand dollars a year. In short, the school would move from a combined outside spend of roughly one hundred twenty three thousand dollars a year (123,000) down to one-hundred thousand dollars a year (100,000), and from two providers down to one more complete provider. Plus we would not rehire the vacant position saving us another one-hundred thousand dollars a year (100,000), for a total potential savings of \$123,000.

### **The Cost Shift and Projected Savings**

The reason this matters is not only the lower provider fee. It is what consolidating to HARNESS allows the school to do with its staffing. Because HARNESS would carry the back office accounting and reporting load, the school does not plan to rehire the vacant accounting position. That position represents roughly one hundred thousand dollars (100,000) in salary and benefits that the school would not add back to the budget.

### **Why This Matters Beyond Cost**

Cost is the most visible part of this, but it is not the only reason I am recommending it. Moving to HARNESS gives the school three things the current structure does not.

The first is business continuity. If a member of the internal accounting team leaves, the school is not left exposed, because HARNESS is already carrying the core financial functions and the work does not stop while we hire and train a replacement.

The second is outside perspective. HARNESS works across a range of California charter schools, so the school gains visibility into how its finances compare to the rest of the sector, rather than only seeing its own books in isolation.

The third is transparency. Having a qualified third party regularly in the school's books, preparing the reports and the reconciliations, adds a layer of independent review that strengthens the integrity of what the board sees each period.

### **Recommendation**

I recommend that the board approve the services agreement with HARNESS Potential Inc dated May 11, 2026, with services beginning July 1, 2026, and authorize the Chief Business Officer or the Executive Director to execute the agreement on behalf of the school.



## HARNES SERVICES AGREEMENT

This Management and Accounting Services Agreement (the "Agreement") is entered into as of May 11, 2026 (the "Effective Date") by El Camino Real Charter High School, a California nonprofit public benefit corporation ("Client"), and HARNES Potential Inc, a California professional corporation ("HARNES"), with reference to the following facts:

### BACKGROUND

HARNES is a back office provider that exists to support leaders in areas of accounting, finance, cash flow management, budgeting, compliance, payroll and human resource administrative duties. The articulated suite of services (defined as the "Services below") will be provided at a fixed monthly price.

In furtherance of Client's long-term financial and organizational initiatives, HARNES may make additional services available based upon the periodic or specific needs of Client in accordance with an agreed upon fee for such additional services.

HARNES is driven to help Client create efficiencies and implement sound business practices that will allow Client's leadership to direct more of their time and energy to furthering the mission and impact of the organization.

HARNES believes in sustained collaboration on Client's work and has structured this management agreement to provide services for a period that is longer than a single school year. During the initial school year covered by this Agreement,

HARNES will begin providing Client with services as of the Effective Date. Subsequently, this Agreement will renew and extend for two year periods, beginning next year, as described in more detail below. This structure allows HARNES to attend to financial matters such as closing financial statements and audits that occur in subsequent school or fiscal years, and to prepare budgets for use in forthcoming years. This structure also offers consistency and predictability to HARNES and Client and their respective staffs and governing boards.

Now therefore, in consideration of the premises, and of the mutual covenants and conditions contained herein, Client and HARNES agree as follows:

### 1. DEFINITIONS.

The following terms will have the meanings ascribed to them herein:

- A. "Additional Services" means any supplemental services to be provided by HARNES at request of Client. If Additional Services are part of this Agreement, they are described in a Schedule entitled "Additional Services Scope of Work to be Performed by HARNES" and attached hereto. Additional Services supplement the Basic Services provided by HARNES under this Agreement.
- B. "Affiliate" means nonprofit corporations or limited liability companies that are controlled by or under common control with the Client.
- C. "Auditor" means an independent certified public accountant selected by Client to prepare annual audited financial statements for Client as required by applicable law (nonprofit law, education code, etc.).
- D. "Basic Services" means the services provided by HARNES as selected by Client and described in Schedule A.
- E. "Board" means the governing body of the Client.
- F. "California Department of Education" means The California Department of Education, which is the governmental agency within the State of California that oversees public education.
- G. "Chartering Authority" means the local school district or county office of education or state board of education that has issued a charter to Client to operate a School.
- H. "Client Administrator" means one or more Client staff or Board member(s) in leadership positions authorized to work with HARNES with respect to the services outlined in this Agreement. Unless otherwise notified in writing, the Client Administrator herein shall be (i) the chief executive officer, executive director or equivalent, (ii) the

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presiding officer of the Board, and if applicable, (iii) the principal or head of school for matters pertaining to any specific School operated by Client.

- I. "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, and software source documents. Confidential Information includes, without limitation, information acquired from a student information systems used to maintain individual-level data (including student demographics, course data, discipline, assessments, staff demographics, staff assignments), financial information, procurement requirements, purchasing information, plans and personnel information of the parties, and student information as protected under the Family Educational Rights and Privacy Act (FERPA) and other privacy protection laws, as applicable to the operations of Client and HARNESS under this Agreement.
- J. Confidential Information does not include information that: (a) is now publicly or generally known or available or that hereafter, through no act or failure on the part of the receiving party, or through any violation of law or contract becomes generally known or available; (b) is known to the receiving party at the time of receiving such information; (c) is furnished to others by the disclosing party without a restriction on disclosure; (d) is hereafter furnished to the receiving party by a third party without restriction on disclosure, where such third party legally obtained such information and the right to disclose it to the receiving party; or (e) is independently developed by the receiving party without violation of any legal rights which the disclosing party may have in such information.
- K. "Effective Date Year" means the calendar year in which the Effective Date occurs.
- L. "Fiscal Year" means the accounting period between July 1 and June 30.
- M. "Proprietary Property of HARNESS" means all right, title and interest in and to the materials and systems developed and used by HARNESS in the performance of the Agreement including, without limitation, all trade secrets, know-how, protocols, policies, specifications, software, forms, as well as additions and modifications thereto developed and/or used by HARNESS in the furtherance of its operations and in performance of its obligations under this Agreement. Proprietary Property also includes HARNESS work product, reports, templates, studies, specifications, business methods, tools, methodologies, techniques, solution construction aids, analytical frameworks, algorithms, products, documentation, abstracts and summaries thereof that do not contain or embody Client's Confidential Information. Proprietary Property includes "HARNESS Core Business Components," defined as those general skills, know-how, expertise, techniques, methodologies, processes, templates, and business methods that are acquired or developed during the performance of the Agreement and that are related to HARNESS's primary business, such as, by way of example, but not of limitation, methodologies and processes for managing school budgets and financial reporting, that do not contain or embody Client's Confidential Information. Proprietary Property also includes "HARNESS Knowledge Capital," which means HARNESS materials existing prior to commencement of the Agreement, or developed outside the scope of the Agreement, that are proprietary to HARNESS, and all associated intellectual property rights and any enhancements and modifications to such materials, whether or not such enhancements and modifications are developed as part of the Agreement.
- N. "School" means each charter school that Client has been authorized to operate by a Chartering Authority, which is actually operated by Client and included in the scope of the Services described herein.
- O. "Services" means the Basic Services and any Additional Services agreed upon by the parties as further described in Schedule A and additional Schedules (if applicable) attached hereto.

## 2. THE SERVICES

- A. Basic Services. During the Term of this Agreement, HARNESS will provide Client with the Basic Services described on Schedule A. HARNESS shall provide Client a non-exclusive, non-assignable license to use the Proprietary Property of HARNESS solely for Client operations, at no additional cost, during the Term of this Agreement. Client specifically acknowledges that the Services do not include any services not specifically included on Schedule A (or additional schedules which outline Additional Services), including without limitation, those services expressly listed as Exclusions therein.
- B. Additional Services. Client may request HARNESS to provide additional Services. If HARNESS agrees to provide Additional Services, the Additional Services will be described in detail in a separate Schedule to be added to this

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Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Services will be adjusted as described in the separate schedule.

- C. **Prior Term Services.** Client may request HARNESS to provide services pertaining to a period prior to the Term of the Agreement or to prior Fiscal Years under Agreement (which request (i) is made to HARNESS after May 15<sup>th</sup> following the applicable Fiscal Year end, and (ii) not the result of HARNESS's default in the provision of such Services) ("Retroactive Services"). If HARNESS agrees to provide Retroactive Services, the services will be described in a separate schedule to be added to this Agreement as Schedule B and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Retroactive Services will be adjusted as described in that Schedule. For purposes of this Agreement, Retroactive Services shall be deemed to be Additional Services.
- D. **Services to Affiliates.** HARNESS is not providing any services to Affiliates of Client under this Agreement. Client shall cause its Affiliates to engage HARNESS for a separate scope of services or shall manage the financial affairs of its Affiliates without HARNESS assistance. If HARNESS has been engaged by one or more Affiliates to provide services, and Client has been designated to pay for such services (in lieu of paying higher rent, otherwise required for the Affiliate to pay directly, for example), Client agrees that HARNESS fees for such services will be billed to and due from Client. This direct billing and payment arrangement will be described in a separate agreement between HARNESS, the Client and the Affiliate, or, at HARNESS's election, a separate schedule to be added to this Agreement and signed by authorized representatives of both parties. Any termination or modification (including, without limitation through a Notice of Non-Renewal or Notices of Terms Supplements, respectively) applicable to this Agreement shall also apply to the rendering of services to such Client affiliate, unless the Client affiliate services are set forth in a separate agreement.

### 3. PAYMENT AND TERMS

- A. **Fees and Charges.** In addition to any other fees set forth herein, Client shall pay HARNESS a one-time implementation fee of Twenty Thousand Dollars (\$20,000) due and payable upon execution of this Agreement. Client shall also pay HARNESS a monthly fee of Eight Thousand Three Hundred Thirty-Three Dollars (\$8,333) (i.e., One Hundred Thousand Dollars (\$100,000) annually) for the Basic Services during the initial term of this Agreement, commencing July 1, 2026 and continuing through June 30, 2027 (the "Initial Term"). Following the Initial Term, this Agreement shall automatically renew for successive one-year terms, beginning July 1, 2027, unless either party provides a Notice of Non-Renewal in accordance with the Notice of Terms Supplement provision. Client shall reimburse HARNESS for its actual, reasonable out-of-pocket expenses incurred in providing the Basic Services, as set forth in Schedule A. These out-of-pocket expenses shall not exceed Two Hundred Dollars (\$200) per month without prior written authorization from Client. For ad hoc consulting services, including but not limited to LCAP design, HARNESS shall provide such services at an hourly rate of Three Hundred Dollars (\$300) per hour, or alternatively, at a pre-packaged rate of Two Thousand Five Hundred Dollars (\$2,500) for ten (10) hours of consulting services (i.e., Two Hundred Fifty Dollars (\$250) per hour).
- B. **Invoicing.** HARNESS will send an invoice during the last week of the month prior to the month in which services are to be rendered.
- C. **Payment Terms.** Payment shall be due no later than the 5th day of the month in which services begin.
- D. **Right to Suspend Performance.** In the event of default or delay in payment greater than 30 days from the date of delivery of the monthly invoice, HARNESS reserves the right to suspend part or all of its performance of duties under this Agreement, including the rendering of Services, until all amounts for Services that are due and payable are paid in full. In the event Client disputes all or any portion of the invoice that is due, Client shall notify HARNESS in writing within 20 days of receipt of the invoice and initiate the dispute resolution process under Section 10 hereof, but shall pay the invoice in full, pending the outcome of such process.
- E. **Taxes.** Except as expressly stated in this Agreement, HARNESS and Client are responsible for any and all taxes on their respective incomes, and for payment and withholding of all applicable taxes, including but not limited to income, property and sales taxes.
- F. **Late Payments.** Payments made after the 30-day period set forth in Section 3.d. are subject to a late payment penalty equal to a monthly rate of 1%, not to exceed the maximum allowed under applicable law.

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- G. Notice of Terms Supplement. The prices and related charges for the Services are subject to change every two years, beginning June 30th of the second year following the Effective Date Year. HARNESS shall deliver a Notice of Terms Supplement every year following the Effective Date Year, which Notice of Terms Supplement, and shall detail any applicable changes in Service prices, and related costs, including without limitation, with respect to expense reimbursements, and any other amendments, changes, or supplements to the terms and conditions of this Agreement. If Client determines not to renew HARNESS's Services under this Agreement, it shall timely deliver a Notice of Non-Renewal no later than 60 days from delivery by HARNESS of a Notice of Terms Supplement. Failure by Client to timely deliver a Notice of Non-Renewal shall be deemed to be Client's agreement to renewal of this Agreement, as modified by the terms and conditions contained in the Notice Terms Supplement.

#### **4. RELATIONSHIP OF THE PARTIES**

- a. Independent Contractors. HARNESS and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any joint venture, partnership, employment, fiduciary, or trust relationship between the parties with respect to the subject matter of this Agreement. Except as may be expressly agreed upon in this Agreement or a Schedule attached hereto, neither party has any authority or power to act as an agent of the other, or to enter into any agreement, contract or commitment on behalf of the other, or to create any liability or obligation whatsoever on behalf of the other, to any third person or entity.
- b. No Benefits. No HARNESS employee is eligible to participate in any benefits programs offered by Client to its employees, nor in any pension plans, insurance plans or other similar plans offered by Client to its employees.
- c. Employees. Each party will exercise day-to-day control over and supervision of their respective employees, including, but not limited to, hiring, evaluation, promotion, demotion, compensation, employee benefits, discipline and discharge. All work assignments, instruction, scheduling, staffing and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance for its employees.
- d. Subcontractors. HARNESS reserves the right to subcontract with other individuals and businesses for the Services. HARNESS will be responsible for its subcontractors, all payments to subcontractors, and the direction and control of the work to be performed by its subcontractors, if any. All subcontractors, if any, will be required by HARNESS to comply with the terms and conditions of this Agreement respecting Client Confidential Information.

#### **5. THE CLIENT'S OBLIGATIONS.**

- A. Authorized Personnel
  - a. The Client Administrator(s) identified herein are authorized to work with HARNESS and authorize their staff to work with HARNESS with respect to the services outlined in this Agreement.
- B. Alternative Contacts
  - a. The Board may also identify, in writing to HARNESS, its key or principal contact, if other than the Client Administrator, who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues; as well as an alternate contact in the event the Client Administrator cannot or should not serve as the Client's contact due to conflict or suspected misconduct. In the absence of such designated persons, the chief executive officer and the presiding officer of the Board shall have such authority.
- C. Financial Records and Audit.
  - a. The Client will maintain customary and reasonably correct, complete and accurate records and other supporting information which will enable HARNESS to render the Services hereunder. The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by HARNESS and provided to Client. If Client submits required supporting documentation after the monthly close deadline, HARNESS cannot guarantee on-time submission of financial reports for Client management review and/or Client board meetings.
  - b. The Client will obtain an annual audit of its books and records no later than 168 days from the end of its Fiscal Year from a state-approved Auditor and immediately provide HARNESS with a copy of any annual

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- audit and related reports, notes or statements. Client authorizes and instructs HARNES to work with Client's Auditor on any matter or issue pertinent to the Services and will confirm such authorization upon request by HARNES.
- c. Client covenants that it will respond promptly and professionally to any and all questions or investigations from the Chartering Authority, any governmental investigating or funding authority or Client's Auditor, to the extent required by law, including exceptions noted in any independent accountant's report, in each case, to the extent required by law and to effectively render the Services.
- D. Coordination and Cooperation
- a. Client will cause the Client Administrator(s) and other authorized staff members to work closely and cooperatively with HARNES to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of HARNES for information or documents from the Client.
  - b. Client covenants to: assist HARNES in reconciling outstanding invoices, and to provide HARNES with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by HARNES.
- E. Chartering Authority Requirements.
- a. Client covenants to comply with all material requirements, as the same may impact the rendering of HARNES's Services hereunder, including policies and procedures, of the Chartering Authority to the extent applicable to the Client.
  - b. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: human resources, payroll administration, internal financial controls, accounts payable and other disbursements and, if applicable, competitive bid procedures for vendors.
- F. Insurance.
- a. Client will obtain and maintain customary and reasonable general liability coverage for its facilities and operations. HARNES shall be entitled to request and receive evidence of such coverage.
- G. Notice and Information.
- a. Client covenants that it will provide HARNES with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by the Chartering Authority or any other governmental authority, to the extent permitted by law. Client will promptly provide HARNES with copies of every report or notice provided to the Chartering Authority or any other governmental agency, including any schedules or exhibits thereto, to the extent such report or notice relates to the Services outlined in this Agreement.
- H. Designation of HARNES.
- a. Client hereby designates employees and subcontractors of HARNES whose duties require access to Confidential Information, including personnel and student information, as having a legitimate educational interest under FERPA.
- I. Protection of Proprietary Property of HARNES.
- a. Client shall maintain the confidentiality of all Proprietary Property of HARNES and shall not divulge such information to any third parties both during the Term of this Agreement and after its termination except (i) as may be necessary for the discharge of its obligations under this Agreement, and (ii) as required by law. Client shall take reasonable precautions against disclosure of any Proprietary Property of HARNES to any unauthorized person by any of its officers, directors, employees or agents. Client shall not directly or indirectly, without the express prior written permission of HARNES, use the Proprietary Property of HARNES for any purpose except to the limited extent necessary for the conduct of its operations in accordance with this Agreement. Upon termination of this Agreement for any reason, Client shall cease all use of Proprietary Property of HARNES and discard and destroy any tangible portion of the Proprietary Property in its possession or control.
- J. Integrity and Financial Responsibility.

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- a. Client will act in good faith and alert the management of HARNESS to any fraudulent activity which is reasonably related to the Services as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that HARNESS's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets and maintaining a positive variance to budget throughout the year to the extent feasible.

## 6. REPRESENTATIONS AND WARRANTIES OF CLIENT

- A. Organization of Client. Client is a California 501c3 nonprofit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and eligible for determination as a tax-exempt organization which has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as they are now being conducted.
- B. Corporate Power and Authorization. Client has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by Client have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by Client and constitutes the valid and legally binding obligation of Client enforceable in accordance with its terms and conditions. Client need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency in order to consummate the transactions contemplated by this Agreement.
- C. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which Client is subject or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which Client is a party or by which it is bound or to which any of its assets is subject.
- D. No Litigation. Other than as disclosed to HARNESS, there are no pending or threatened legal actions, arbitrations or other proceedings against Client, nor are there any pending or threatened proceedings as to unpaid or disputed tax liabilities of Client which may adversely impact its operations or ability to perform its obligations under this Agreement.

## 7. REPRESENTATIONS AND WARRANTIES OF HARNESS

- A. Corporate Power and Authorization. HARNESS has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by HARNESS have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by HARNESS and constitutes the valid and legally binding obligation of HARNESS enforceable in accordance with its terms and conditions. HARNESS need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency in order to consummate the transactions contemplated by this Agreement.
- B. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which HARNESS is subject or any provision of its Articles of Incorporation or Bylaws or (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which HARNESS is a party or by which it is bound or to which any of its assets is subject.
- C. Insurance. HARNESS will obtain and maintain customary and reasonable comprehensive commercial general liability, professional liability, crime, and cyber liability insurance appropriate to the Services being rendered under this Agreement.
- D. No Duty to Monitor Compliance with Obligations. In the course of its work, and consistent with Client's obligations hereunder, HARNESS may become aware of instances of non-compliance by Client with its own policies,

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procedures or other obligations described in Section 5 of this Agreement. HARNESS may bring such failures to the attention of the Client Administrator or chief executive officer or the presiding officer of the Board, but shall have no obligation to do so, unless the failure directly and materially affects HARNESS's ability to carry out its obligations under this Agreement or is the basis for termination of the Agreement for cause.

- a. Confidentiality. HARNESS shall use commercially reasonable efforts to keep all Confidential Information made available to it under this Agreement confidential to the extent required by law; provided that nothing herein shall be construed as restricting HARNESS in performing the Services, which require routine disclosure of such information to Auditors, Chartering Authorities, regulatory agencies, insurance carriers, service providers and suppliers, and the Client. Confidential Information shall be handled by HARNESS, its employees and subcontractors as follows:
- b. Except as set forth in (vi) below, HARNESS shall not use the Confidential Information disclosed by the Client pursuant to this Agreement for any purpose other than carrying out its obligations under this Agreement.
- c. HARNESS and any HARNESS subcontractors granted access to Client Confidential Information, will take reasonable steps to maintain the confidentiality of Client's Confidential Information and will notify Client if the confidentiality has been compromised.
- d. HARNESS and any HARNESS subcontractors will take reasonable steps to ensure the security of the devices used by their staff to access Client Information and will use their best effort to notify Client if the security of a device has been compromised.
- e. HARNESS shall maintain reasonable security measures to safeguard the Confidential Information.
- f. HARNESS may, but shall not be required to, destroy the Confidential Information in its possession when no longer needed to carry out the purposes of this Agreement. To the extent such Confidential Information resides only on equipment or in files owned or controlled by HARNESS, upon termination of this Agreement, HARNESS shall provide copies to Client at Client's expense. HARNESS shall require its employees and subcontractors to agree to comply with these Standard Conditions for the handling of Confidential Information.
- g. Notwithstanding the foregoing, HARNESS shall have the right to use Client Confidential Information in a non-identifiable way, as part of its overall database of information about public charter schools. For example, Client salaries may be included in overall information HARNESS compiles, and provides to Client, about the range of salaries offered by similar schools.
- h. Limited Services Warranty. HARNESS represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

## **8. INDEMNITIES, DISCLAIMERS AND LIMITATION OF LIABILITY.**

- A. Subject to the terms of Section 8(d) below, Client and HARNESS agree to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions in violation of the terms of this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.
- B. Disclaimer of all Other Warranties.  
THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE EXPRESSLY MADE IN SECTION 7 OF THIS AGREEMENT. HARNESS DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, OR ANY THIRD PARTY SOFTWARE OR HARDWARE USED IN CONNECTION THEREWITH, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.
- C. Limited Remedy. Client's exclusive remedy for a default in the provision of Services hereunder is to (i) provide written notice detailing the default to HARNESS and, following review and a determination of fault by HARNESS, to have HARNESS perform or reperform the applicable Service at HARNESS's expense, and/or (ii) to terminate this Agreement in accordance with Section 9(b) below.

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- D. **Limitation of Liability.**  
EVEN IF HARNES CANNOT OR DOES NOT PERFORM OR RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, HARNES'S (INCLUDING ITS DIRECTORS, OFFICERS, AND EMPLOYEES') TOTAL AND AGGREGATE LIABILITY, WHETHER ARISING IN TORT, CONTRACT, MISREPRESENTATION, BREACH OF WARRANTY OR FOR ANY OTHER CAUSE OF ACTION AT LAW OR IN EQUITY SHALL NOT EXCEED HARNES'S TOTAL AGGREGATE FEES ACTUALLY PAID FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT DURING THE PRIOR 12 MONTH PERIOD ENDING ON THE DATE THE CLAIM GIVING RISE TO SUCH LIABILITY IS MADE HEREUNDER . IN NO EVENT SHALL HARNES BE LIABLE TO THE CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES SUFFERED BY THE CLIENT OR ANY AFFILIATE OF THE CLIENT, WHETHER OR NOT SUCH DAMAGES WERE OR COULD HAVE BEEN FORESEEABLE TO HARNES. NO DIRECTOR, OFFICER OR EMPLOYEE OF HARNES SHALL BE LIABLE TO CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT ON ACCOUNT OF ANY ACT OR OMISSION OF HARNES, REGARDLESS OF THE NATURE OF SUCH ACT OR OMISSION OF HARNES, OR THE THEORY OF LIABILITY ASSERTED AGAINST HARNES OR SUCH DIRECTOR, OFFICER OR EMPLOYEE OF HARNES, EITHER INDEPENDENTLY OR IN A VICARIOUS CAPACITY.
- E. **Allocation of Risk.** Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any default in Services, as between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of such risk.
- F. **THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE.**
- G. **Survival.** The terms of this Section 8 shall survive the expiration or earlier termination of the Agreement.

**9. TERM, EXPIRATION AND EARLY TERMINATION.**

- H. **Termination for Uncured Breach.** If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party of the nature of the default or material breach of this Agreement and the termination shall be effective thirty days from receipt of notice unless the defaulting party cures such default within said thirty-day period.
- I. **Insolvency.** In the event that either party is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, the other party may terminate this Agreement upon written notice.
- J. **Immediate Termination for Cause.** HARNES may immediately terminate this Agreement in the event it determines that (i) it cannot provide the Services in a timely or professional manner, due to the actions or inaction of the Client with respect to financial controls, management or operations, or (ii) Client has engaged or been accused of engaging in material misconduct; in such event, HARNES will cooperate with Client to transition its duties to Client personnel or another vendor and HARNES shall be entitled to payment of its fees and reimbursable expenses for each month HARNES is involved with such transition of duties.
- K. **Non-Renewal.** If Client timely delivers a Notice of Non-Renewal to HARNES ending the Term of this Agreement, HARNES shall be entitled to a close out fee equal to one month's fee for completion of any financial reporting Services pertaining to the last Fiscal Year covered by this Agreement. After this time, Client may request HARNES to provide services pertaining to the Term of the Agreement or Retroactive Services. If HARNES agrees to provide services, the services and fees will be described in a separate agreement.
- L. **Other Rights.** Subject to the terms of Section 8(c), (i) the rights of the parties to terminate this Agreement are not exclusive of any other rights and remedies available at law or in equity, and such rights are cumulative, and (ii) the exercise of any right or remedy under this Section 9 does not preclude the exercise of any other right or remedy.
- M. **Proration of Service Fees Upon Termination.** If this Agreement is terminated early, as provided for above in Section 9(b)-9(e), in addition to any fees and other amounts due and owing to HARNES as may be set forth in each such Section, HARNES's Service fees and expense reimbursements shall prorated to the date of such

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termination, and HARNES shall have the right to payment for all Services rendered and reimbursable expenses incurred up to the date of termination of this Agreement.

**10. DISPUTE RESOLUTION.**

Any dispute, controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 10.

- A. Resolution Sequence. The claiming party with respect to the Dispute shall provide written notice of the Dispute to the non-claiming party, with reasonable detail regarding the claiming party's position and supporting facts. The parties shall have their chief executive officers meet and confer in good faith, in person if reasonably possible, within thirty (30) days of receipt of such written notice regarding the Dispute, in an effort to resolve the Dispute in a mutually acceptable manner. If the Dispute cannot be settled by good faith negotiation between the chief executive officers of the parties, HARNES and Client will submit the Dispute to the judicial reference process pursuant to California Code of Civil Procedure Section 688, et seq. Any Dispute brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms of this Section 10, in lieu of the jury trial waivers otherwise provided for in this Agreement.
- B. Referee Qualifications. The referee shall be a retired California state court judge or an attorney licensed to practice law in the State of California with at least ten (10) years' experience practicing commercial law. The parties shall not seek to appoint a referee that may be disqualified pursuant to California Code of Civil Procedure Section 641 or 641.2 without the prior written consent of all parties.
- C. Referee Selection. If the parties are unable to agree upon a referee within ten (10) calendar days after the thirty (30) day negotiation period referenced above has ended, then the referee will be selected by the court in accordance with California Code of Civil Procedure Section 640(b).
- D. Referee Procedure. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the California Code of Civil Procedure, the Rules of Court, and California Evidence Code, except as otherwise specifically agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of California Code of Civil Procedure Sections 644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such decision would be appealable if rendered by a judge of the superior court.
- E. Expenses. During the pendency of any Dispute which is submitted to judicial reference in accordance with this Agreement, each of the parties to such Dispute shall bear their own legal expenses, and equal shares of the fees charged and costs incurred by the referee in performing the services described in this Section 10. The compensation of the referee shall not exceed the prevailing rate for like services. Following adjudication of a Dispute, the prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorney fees, expert witness fees, paralegal fees, the fees of the referee and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the referee.
- F. Equitable Relief and Indemnification. Each of the parties acknowledges and agrees that due to the unique nature of the Confidential Information and the Proprietary Information of HARNES there can be no adequate remedy of law for any breach of its obligations to maintain the confidentiality and security of such information, and that any breach may allow the breaching party or third parties to unfairly compete with the non-breaching party resulting in irreparable harm to the non-breaching party that cannot be adequately compensated for through damages. Therefore, notwithstanding the foregoing provisions of this Section 10, upon any such breach or any threat thereof, the non-breaching party may, at its option, seek temporary, preliminary, and permanent injunctive relief, and other provisional or ancillary remedies, and, subject to the terms of Section 8(d) hereof, to be indemnified by the breaching party from any loss or harm, including without limitation, actual attorney fees, in connection with any breach or enforcement of the breaching party's obligations to keep the non-breaching party's Proprietary Information and Confidential Information confidential and secure, or the unauthorized use or release of any such Proprietary Information and Confidential Information. Each party will notify the other party in writing immediately

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upon the occurrence of any unauthorized release or other breach of which it is aware. The obligations of the parties under this paragraph shall survive the expiration or termination for any reason of this Agreement.

- G. Bankruptcy Proceedings. In addition, the foregoing provisions of this Section 10 shall not be deemed to apply to or limit the right of the claiming party to pursue rights against the non-claiming party in a bankruptcy or insolvency proceeding.
- H. Exercise of Rights & Remedies Not A Waiver. The exercise of the rights and remedies set forth in Section 10(f)-(g) which are not subject to the judicial reference process described in this Section 10 shall constitute a waiver of the right of any party, including, but not limited to, the claiming party in any such action, to require submission to judicial reference the merits of the Dispute occasioning resort to such remedies.
- I. THIS SECTION 10 CONSTITUTES A "REFERENCE AGREEMENT" BETWEEN OR AMONG THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 638.
- J. Limitation on Actions. Any Dispute either party may have against the other with respect to this Agreement must be brought within two years after the cause of action arises. This Section 10 shall survive the expiration or termination for any reason of this Agreement.

**11. GENERAL**

- A. Entire Agreement. This Agreement sets forth the entire agreement between the parties hereto, fully supersedes any and all prior agreements or understandings pertaining to the subject matter hereof and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by each and all of the parties hereto subsequent to the execution of this Agreement.
- B. Waiver in Writing. During the term of this Agreement, neither party shall be deemed to have waived any right, power or privilege under this Agreement or any provision thereof unless such waiver shall have been duly executed in writing and acknowledged by the party to be charged with such waiver.
- C. No Implied Waiver. The failure of any party to act or exercise its rights hereunder upon the breach of any of the terms or conditions hereof shall not be construed as a waiver of such breach, nor shall it prevent such party from hereafter enforcing strict compliance with any and all of the terms and conditions herein set forth.
- D. Communications. Any notice or other communication required by, or permitted to be made by or given to, either party pursuant to this Agreement shall be sent to such party by electronic mail, registered, certified or express mail, postage prepaid or prepaid courier service, addressed to such party at its address set forth below, or to such other addresses as such party shall designate by written notice given to the other party, and shall be deemed to have been made, given or provided on the date of receipt.

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- E. Assignment; Successors. This Agreement is personal, being entered into in reliance upon and in consideration of the skill, qualifications and representations of, and trust and confidence reposed in, HARNESS and its employees and its selected subcontractors. Accordingly, neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party, except that HARNESS may assign this Agreement to an affiliate which HARNESS controls. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.
- F. Force Majeure. Neither party shall be liable for any delay or failure in its performance of any of the acts required by this Agreement, except for the payment of money as and when due, when such delay or failure arises from

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circumstances beyond the control and without the fault or negligence of such party. Such causes may include, without limitation, acts of God, acts of public enemies, acts of civil or military authority, labor disputes, material or component shortages, embargoes, rationing, quarantines, blockades, sabotage, utility or communication failures or delays, earthquakes, fire, flood, epidemics, riots or strikes. The time for performance of any act delayed by any such event may be postponed for a period equal to the period of such delay. In order to avail itself of rights under this Section 11(f), a party claiming force majeure excusal must provide written notice to the other party of the circumstances constituting force majeure within 15 days of their occurrence. The provisions of this Section 11(f) shall not excuse the payment of money by the parties when and as due, regardless of force majeure.

- G. Publicity. Client may act as a reference for HARNNESS with respect to the Services upon HARNNESS's reasonable request. HARNNESS may issue press releases or identify Client in marketing materials provided that all references to Client are fair, accurate and not misleading and approved by Client in writing, in advance, in each instance.
- H. Headings. The headings of the several articles and sections are inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement.
- I. Governing Law. This Agreement shall be governed by the laws of the State of California, without regard to principles of conflicts of law.
- J. Counterparts. This Agreement (and its schedules) may be executed in several counterparts, including electronic counterparts (such as facsimile or .pdf), each of which shall be deemed to be an original, and all of which together shall constitute one agreement binding on all parties hereto, notwithstanding that all of the parties shall not have signed the same counterpart.
- K. Waiver of Jury Trial; Venue. TO THE EXTENT PERMITTED BY LAW, THE PARTIES WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER OF THE PARTIES HERETO AGAINST THE OTHER ON ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT OR THE SERVICES RENDERED HEREUNDER, AND AGREE THAT ANY SUCH ACTION OR PROCEEDING SHALL BE TRIED BEFORE A COURT AND NOT BEFORE A JURY. TO THE FULLEST EXTENT PERMITTED BY LAW, THE VENUE FOR ANY ACTIONS OR PROCEEDINGS ARISING IN CONNECTION WITH THIS SHALL BE LAID IN LOCAL OR FEDERAL COURTS LOCATED IN LOS, ANGELES, CALIFORNIA. THE PARTIES HEREBY WAIVE ANY DEFENSE OF INCONVENIENT FORUM.

IN WITNESS WHEREOF, the parties hereto execute this Agreement in counterparts as of the Effective Date through duly authorized representatives.

CLIENT:           By:  
                       Dated: \_\_\_\_\_,  
                       Name: Fernando Delgado  
                       Title: Chief Business Officer

HARNNESS:       By:  
                       Dated:  
                       Name: Carrie Wagner  
                       Title: Founder and CEO

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## SCHEDULE A

### SUMMARY OF BASIC SERVICES TO BE PERFORMED BY HARNES

1. Budgeting
  - a. Budget Development - Work with Client Administrator to develop an annual budget for each School for the subsequent Fiscal Year, beginning in March of each year, for approval by Client's governing board no later than June 30th.
  - b. Budget Revisions - Upon the approval of the State Budget, HARNES will work with the Client Administrator to perform any needed revisions to the Budget to reflect legislation adopted.
2. Financial Management, Reporting, and Forecasting
  - a. Standard Financial Reports - Prepare and email and/or make electronically available Standard Financial Reports by the last day of the month following month end reconciliation. For example, financial reports for September will be available by October 31st.
  - b. In this Agreement, "Standard Financial Reports" shall mean:
    - i. Financial Presentation (excluded from July Financial Package)
      1. Prepare a simple presentation for the Board which clearly explains the financial position of the organizations and variances to budget.
    - ii. Cash Flow Forecast (excluded from July Financial Package)
      1. HARNES will prepare a Cash Flow Forecast report for each School (1 forecast) throughout the year as part of the Standard Financial Reports.
    - iii. Financial Analysis (excluded from July Financial Package)
      1. HARNES will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow.
    - iv. Income Statement
    - v. Balance Sheet
    - vi. Check Register
3. Financial Analysis
  - a. HARNES will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow.
4. Client & Board Meetings
  - a. At a minimum once every quarter, HARNES shall prepare and review Client's financials with Client Administrator.
  - b. Prepare presentation materials for the Chief Business Officer to present the Client's financial health to the Board.
  - c. Prepare and present Client's financial reports to Finance Committees as appropriate.
5. Chartering Authority Financial Reporting
  - a. Complete and submit all financial reporting required to Chartering Authority including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget as required by any mandated due dates.
6. Accounting and Bookkeeping Services (does not include ASB accounting transactions)
  - a. General Ledger Maintenance  
Establish and maintain Client's general ledger per the account codes mandated by the California Department of Education. HARNES will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.
  - b. Bookkeeping  
Record all transactions into the accounting system with appropriate coding to enable the required reporting.
7. Balance Sheet Reconciliation

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- a. Perform monthly reconciliation of all bank statements. Quarterly perform reconciliation of remaining balance sheet accounts: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability Item. Record monthly depreciation entries and update asset values for capitalized items.
- 8. Accounts Receivable
  - a. Monitor receipt of revenue to ensure the Client receives all entitlements. Perform collection activities to receive past due funding from government agencies, not including initiation of legal proceedings.
- 9. Audit Preparation
  - a. Prepare required schedules (e.g., accrual worksheet, fixed asset ledger, balance sheet account detail, etc.).
  - b. Serve as the point of contact for all communication with the Auditors regarding financial data maintained by HARNESS.
  - c. Work and meet with Client's Audit Committee as needed.
- 10. Cash Management
  - a. Monitor cash and alert Client to issues that are at a minimum 60 days in the future.
- 11. Loans & Lines of Credit
  - a. Analyze working capital needs and assist client in preparing or renewing loan or line of credit applications if needed. In the case of state cash deferrals, prepare application for deferral exemptions if eligible.
- 12. Compliance and Data Management Services
  - a. Categorical Funding Applications
    - i. Prepare funding applications for funding sources identified in Client's Budget. This includes the following (if applicable): Mandate Block Grant, Consolidated Application (ConApp), Title III Consortium Application English Learner, the Annual Funding Survey, the PENSEC Report for new/expanding schools, SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that HARNESS complete the application.
  - b. Assist with budget/financial sections of Public Charter Schools Grant Program (PCSGP) and other grant applications, if applicable.
- 13. Compliance and Fiscal Reporting
  - a. Prepare preliminary Budget report and submit to Chartering Authority in required format.
  - b. Provide Local Control Funding Formula (LCFF) funding numbers (LCFF Base Revenue, LCFF Supplemental and Concentration, and Minimum Proportionality Percentage) required for Local Control and Accountability Plan (LCAP).
  - c. Assist with budget estimates related to the actions and services included in LCAP. HARNESS expects the development of the LCAP to be an iterative, ongoing process that is developed over multiple months. For each iteration, HARNESS requires 10 business days to provide budget estimates. If HARNESS is not provided sufficient time to develop budget estimates or if Client develops LCAP in a short time frame, HARNESS may not be able to provide budget estimates and Client will need to develop these estimates.
  - d. Prepare and disseminate fiscal reports to lenders and creditors as appropriate.
  - e. Prepare and submit Title I, II, III, IV and V reporting as appropriate.
  - f. If appropriate, complete After School Educational & Safety program reporting.
  - g. Prepare per pupil expenditure section of the School Accountability Report Card (SARC).
  - h. Prepare school expenditure section of the Civil Rights Data Collection.
- 14. EXCLUSIONS & ADDITIONS.
  - a. The following services, responsibilities and activities are hereby expressly excluded from the Services, together with any services, responsibilities and activities by HARNESS on behalf of the Client not specifically set forth on this Schedule A:
  - b. Identifying or applying for private grants. Should a client receive a private grant, client is responsible for tracking and informing HARNESS of financial reporting requirements.
  - c. Developing Local Control and Accountability Plan (LCAP) goals and actions or identifying actions that contribute to increasing or improving services for unduplicated pupils.

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- d. Ensuring compliance for programs paid for with restricted funds, including determining allowable expenses and completing time and effort reporting.
  - e. Preparing and filing property tax exemption forms.
  - f. System for Award Management (SAM) registration or renewal registration.
  - g. Obtaining or renewing liability and worker's compensation insurance.
  - h. Ensuring Brown Act compliance or providing Brown Act training.
15. The following services, responsibilities and activities are available as part of the Services, as requested by the Client in writing, for the additional charges and fees described below:
- a. For new charter school petitions, HARNES will prepare the budget to be submitted with the petition for an additional fee of \$3,000.
  - c. HARNES will charge \$300/hour for work related to securing facility financing ( e.g. providing financial analysis, developing financial scenarios, and preparing financial reporting that is required to assist Client in securing (or applying for) facility financing)

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EL CAMINO REAL CHARTER HIGH SCHOOL

# Board Briefing

## Proposed Back Office Services Provider and Recommended Board Action

Prepared by Fernando Delgado, Chief Business Officer

May 14, 2026

# The Situation Today

At the start of the year, El Camino Real was carrying two separate back office providers along with a vacant seat on the internal accounting team.

ICON

**\$3,675**

per month · back office provider

CLA

**\$6,599**

per month · back office provider

Combined

**About \$10,000**

per month · two providers, two contracts

- **A thinner team carrying more.** The internal accounting team has covered one vacant position for the entire year. The work has continued to get done, but with less depth. That is not a structure to carry into next year, and the HARNESS proposal is the chance to fix it.

# The Proposal

Retire the two provider arrangement and move all back office accounting and financial reporting to one provider, HARNESS Potential Inc, a back office firm that works specifically with California charter schools.

## TODAY

**ICON and CLA**  
two providers, two contracts



## GOING FORWARD

**HARNESS**  
one provider, full back office

## What HARNESS covers

Budget development	Financial reporting and forecasting	General ledger and bookkeeping
Balance sheet and bank reconciliations	Audit preparation	Compliance and state reporting

**Term:** the initial term runs July 1, 2026 through June 30, 2027, and the agreement renews after that.

# The Numbers

Consolidating to HARNESS lowers the outside provider cost and lets the school hold the line on staffing.

**\$123,000**

**Current ICON and CLA spend**

combined, per year

**\$100,000**

**HARNESS annual cost**

\$8,333 per month, one provider

**\$100,000**

**Vacant position not rehired**

salary and benefits not added back

**\$123,000**

## Projected net annual savings

About \$223,000 in current cost comes off the budget, offset by the \$100,000 HARNESS contract.

*For historical context, the school previously paid EdTec over \$200,000 a year for a single comprehensive back office provider.*

# Beyond the Savings

Cost is the most visible part of this, but it is not the only reason for the recommendation.



## Business continuity

If a member of the accounting team leaves, the work does not stop. HARNESS is already carrying the core financial functions while the school hires and trains.



## Outside perspective

HARNESS works across many California charter schools, so the school can see how its finances compare to the sector rather than in isolation.



## Transparency

A qualified third party regularly in the books, preparing the reports and reconciliations, adds independent review and strengthens what the board sees each period.

 **RECOMMENDED BOARD ACTION**

# Approve the back office services agreement with HARNESS Potential Inc.

## AGREEMENT

Dated May 11, 2026

## SERVICES BEGIN

July 1, 2026

## EXECUTION

CBO or Executive Director  
authorized to sign

The consolidation lowers cost, protects continuity, and adds an independent set of eyes on the school's finances.

## Coversheet

### Discuss and Vote on the Attendance Recovery Policy Program and Related Attendance Items

**Section:** VI. School Business Voting  
**Item:** F. Discuss and Vote on the Attendance Recovery Policy Program and  
Related Attendance Items  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** AR\_Board\_Policy\_Draft.pdf  
AR\_Board\_Presentation (2).pdf

**BOARD POLICY**

# Attendance Recovery Program

El Camino Real Charter High School

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**Policy Number:** ECR\_AR050806**Adopted:** [Draft]**Revised:** N/A**Authority:** Education Code sections 46211, 47612, 47612.5, 51745, 51745.6; Title 5 CCR section 11960; SB 153 (2024); SB 176 (2024).

## 1. Purpose

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The Board of Directors of El Camino Real Charter High School (ECRCHS) adopts this policy to establish an optional Attendance Recovery (AR) program for eligible students in grades nine through twelve. The program is intended to provide students who have accrued excused full day absences with a structured opportunity to make up instructional time, recover Average Daily Attendance (ADA), and remain academically engaged. The program shall operate in full compliance with state law and the annual State Audit Guide.

## 2. Definitions

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"Attendance Recovery" or "AR" means a voluntary instructional session offered outside the regular school day that allows an eligible student to recover ADA for a previously excused full day absence.

"Excused absence" means an absence verified by the school under Education Code section 48205 or other applicable verification standards.

"Qualified instructor" means an employee of ECRCHS who holds a valid teaching certification under Education Code sections 46300 and 47612.5.

"AR day" means one whole day of ADA generated through participation in the AR program.

## 3. Student Eligibility

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- 3.1** AR is available only to students who accrued an excused full day absence that would otherwise have generated ADA. Truant or unverified absences are not eligible.
- 3.2** Participation is voluntary. The school shall obtain a signed family opt in form before any student participates.
- 3.3** A student must be enrolled in the school's classroom based program pursuant to Education Code section 47612.5(e). Students enrolled through a partnership under EC 47612.1 are not eligible.

- 3.4** A student who has been continuously enrolled in an Independent Study agreement for more than 15 days as of the AR session date is not eligible to generate AR ADA on that date.

## **4. Session Design and Delivery**

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- 4.1** AR sessions shall be held outside the regular school day, including before school, after school, evenings, weekends, or non-instructional days.
- 4.2** Each session shall last at least 60 minutes, and the cumulative participation time required to generate one day of ADA shall meet the minimum daily minute requirement under Education Code section 46211(e)(2).
- 4.3** Sessions shall be supervised by a qualified instructor as defined in Section 2.
- 4.4** Pupil to certificated teacher ratios shall not exceed 10 to 1 for transitional kindergarten or kindergarten classrooms, and shall not exceed 20 to 1 for all other grade levels, pursuant to Education Code section 46211(f).
- 4.5** Instructional content shall be aligned to grade level standards and shall be substantially equivalent to in person classroom instruction. The school shall maintain documentation supporting equivalence.
- 4.6** For students with an Individualized Education Program (IEP) that specifies an alternative minimum daily minute requirement, that requirement shall govern the calculation of AR ADA.

## **5. Limits on AR ADA**

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- 5.1** A student's total AR ADA in a school year shall not exceed ten days, or the total number of absences the student has accrued in that school year, whichever is fewer.
- 5.2** AR attendance shall be claimed only in whole days of ADA. Partial day claims are prohibited.
- 5.3** No student shall generate more than one day of ADA per calendar day of AR participation.
- 5.4** Consistent with Education Code section 47612 and Title 5, California Code of Regulations section 11960, the school shall not credit a student with more than one day of ADA per calendar day on which school was actually taught.

## **6. Recordkeeping**

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- 6.1** AR attendance shall be maintained on a separate attendance register, or shall be flagged within the student information system in a manner that allows AR generated ADA to be tracked separately from all other ADA.
- 6.2** For each AR session, the school shall record the date of the session, the date of the absence being recovered, the supervising instructor and credential reference, total minutes served, and the participating students.

- 6.3** All AR documentation shall be retained in accordance with the school's records retention schedule and shall be made available to auditors upon request.

## 7. Reporting

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- 7.1** AR generated ADA shall be reported to the California Longitudinal Pupil Achievement Data System (CALPADS) using the Attendance Recovery Days field on the Student Absence Summary (STAS) file.
- 7.2** The CBO, or designee, shall ensure that the student information system is configured to capture and transmit AR data in time for the End of Year certification window each spring.

## 8. Roles and Responsibilities

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- 8.1** The Executive Director shall designate the personnel program lead, with overall responsibility for compliance, training, and reporting.
- 8.2** The attendance team shall conduct a monthly internal audit of all AR records and reconcile session logs to the student information system and CALPADS extracts.
- 8.3** Instructional staff assigned to AR sessions shall be provided written guidance on session protocols, ratio limits, and documentation requirements before assignment.
- 8.4** The Executive Director shall report annually to the Board on AR participation, ADA recovered, and any audit findings.

## 9. Compliance and Review

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This policy shall be reviewed annually by the Executive Director and the Chief Business Officer or designee to ensure ongoing alignment with the State Audit Guide and any updates to Education Code or CALPADS reporting requirements. Recommended revisions shall be presented to the Board for adoption.

## 10. Adoption

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Adopted by the Board of Directors of El Camino Real Charter High School on  
May\_\_\_\_, 2026.

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**Board Chair, El Camino Real Charter High School**

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**Executive Director, El Camino Real Charter High School**

EL CAMINO REAL CHARTER HIGH SCHOOL

# Attendance Recovery Program

*Board Policy | ECR\_AR050806*

Authority: SB 153 (2024) · SB 176 (2024) · Ed. Code §§46211, 47612, 47612.5, 51745, 51745.6

# WHAT IS THE ATTENDANCE RECOVERY PROGRAM?

## WHAT IT IS

A voluntary, optional program that allows eligible students to make up instructional time for **excused or non-excused full-day absences** by attending structured sessions outside the regular school day.

Created by SB 153 and SB 176 (2024), the program is available to all California public schools and charter schools operating a classroom-based program.

## WHY IT MATTERS

- Recovers lost ADA funding for excused or non-excused absences
- Up to 10 days of ADA per student, per year
- No impact on student transcripts or grades
- Keeps students academically engaged
- Fully auditable — separate ADA register required

# HOW THE PROGRAM WORKS

1

**Student has excused or non-excused absence** — Parent verifies the excused absence per EC §48205. Non-excused absences include Truant or unverified absences.

2

**Participation** — The school cannot require a student to attend AR. Participation is voluntary and cannot be compulsory or punitive for pupils.

3

**Student attends an AR session** — Sessions are held outside the school day — before/after school, evenings, weekends, or non-instructional days. Minimum 60 minutes. Taught by a credentialed teacher (max 20:1 ratio). Content is grade-level aligned.

4

**Attendance is logged & reported** — Each session is recorded separately in the SIS. AR ADA is reported to CALPADS via the Student Absence Summary (STAS) file.

5

**ADA is recovered** — Up to 10 whole days of ADA per student per year. One day maximum per calendar day of participation.

# STUDENT ELIGIBILITY

## ✓ ELIGIBLE

- Grades 9–12
- Enrolled in ECRCHS classroom-based program (EC §47612.5(e))
- Excused or Unexcused **full-day** absences only
- Participating in Independent Study program for less than 15 consecutive days

## ✗ NOT ELIGIBLE

- Students enrolled via EC §47612.1 partnership agreement
- Participating in Independent Study program for more than 15 consecutive days
- Partial-day absences
- More than 10 days in one school year

# ROLES, COMPLIANCE & OVERSIGHT

## **Executive Director**

Designates program lead. Reports annually to the Board on participation, ADA recovered, and audit findings.

## **Chief Business Officer**

Ensures SIS is configured for AR data capture and CALPADS reporting before the End-of-Year certification window.

## **Attendance Team**

Conducts monthly internal audit reconciling session logs against SIS and CALPADS extracts. Maintains separate AR attendance register.

## **Instructional Staff**

Receive written guidance on session protocols, ratio limits, and documentation before assignment. Must hold valid teaching credential.

# APPROVED SESSION FORMATS

## After-School Academic Recovery

**Targeted** homework support, **standards-based** tutoring, or core subject instruction

## Saturday School / Saturday Academies

Structured instructional blocks aligned to grade-level standards

## Intercession or Break Academies

Recovery sessions during fall, winter, or spring breaks

## Small-Group Content-Specific Supports

**Targeted** support such as AP Writing Labs, AP STEM Labs.

## Extended-Day Instruction Blocks

Additional instructional time added before or after the regular day

# BOARD ACTION REQUESTED

The Board of Directors is asked to adopt Board Policy ECR\_AR050806, establishing the Attendance Recovery Program for El Camino Real Charter High School, effective for the 2025–26 school year and beyond.

**Policy Number:** ECR\_AR050806

**Effective:** Upon adoption, May 2026

**Annual Review:** Executive Director & CBO, with Board report each year

**Recommended Motion:** "I move to adopt Board Policy ECR\_AR050806, Attendance Recovery Program."

# Coversheet

## Discuss the April 2026 Investment Update

**Section:** VII. Finance Discuss  
**Item:** B. Discuss the April 2026 Investment Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Agenda Item III. C -April 2026 Investment Summary.pdf



## Coversheet

### Discuss the Local Control Accountability Plan (LCAP) 2026-2027 Proposed Goals and Actions

**Section:** VIII. School Business Discuss  
**Item:** B. Discuss the Local Control Accountability Plan (LCAP) 2026-2027  
Proposed Goals and Actions  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 25-26 ANNUAL UPDATE.pdf  
LCAPCommitteeCopy26-27\_.pdf  
LCAP Committee 25-26 Copy.pdf

# ANNUAL UPDATE

## El Camino Real Charter High School

### GOAL 1 ANNUAL UPDATE

#### Goal 1

All students, particularly English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, Latino/a/x students, and socioeconomically disadvantaged students, will experience equitable access to rigorous, standards-aligned, literacy-rich instruction across all disciplines to increase academic achievement, critical thinking, and college and career readiness.

#### Overall Implementation of Actions and Services

During the 2025–2026 school year, ECRCHS continued implementation of multi-tiered academic supports, intervention services, professional development, and data-driven instructional systems designed to improve student achievement and equitable access to rigorous learning opportunities.

The school expanded academic intervention supports through:

- Study skills classes
- After-school tutoring
- In-class intervention support
- Increased paraprofessional assistance
- Benchmark assessment administration using NWEA MAP

Professional development focused on:

- Data-driven instruction
- Academic discourse
- Literacy strategies
- Differentiation for diverse learners
- Supports for English Learners and Students with Disabilities

The school also strengthened technology access through continued 1:1 device implementation, classroom instructional technology upgrades, and expanded access to online instructional platforms.

The instructional leadership team increased collaboration with departments to analyze achievement data and identify subgroup trends. Stakeholders emphasized the need for greater consistency in literacy instruction across disciplines, leading to the development of interdisciplinary literacy priorities for the new LCAP cycle. Teachers also believed that all core areas should be represented in Goal One.

## Overall Effectiveness

Implementation of academic interventions and instructional supports contributed to growth in several local metrics, including increased participation in tutoring and intervention programs and improved benchmark literacy performance among targeted student groups.

The school observed:

- Increased student participation in intervention programs
- Growth in MAP Reading achievement for participating students
- Improved course completion rates for students enrolled in support classes
- Increased teacher collaboration around instructional practices

CAASPP ELA performance demonstrated moderate improvement overall; however, subgroup achievement gaps persisted for English Learners, Students with Disabilities, African American students, and socioeconomically disadvantaged students.

Mathematics achievement and D/F rates in core courses remain areas requiring continued focus and intensified intervention.

Stakeholder feedback indicated:

- A need for stronger interdisciplinary literacy implementation
- More consistent intervention practices across departments
- Increased academic monitoring and communication with families
- Greater access to rigorous coursework and support structures

As a result, the 2026–2029 LCAP includes:

- Embedded literacy across all disciplines
- Expanded equity-focused instructional practices
- Increased subgroup monitoring
- Literacy walkthrough implementation
- Enhanced MTSS structures and intervention cycles

## **Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

Some professional development expenditures were lower than originally projected due to adjustments in training schedules and the use of internal facilitators for portions of professional learning.

Technology expenditures increased due to replacement costs for student devices and upgrades to instructional technology infrastructure.

Additional intervention staffing expenditures were necessary to support increased student participation in academic support programs.

## Changes Made

Based on analysis of implementation outcomes, Dashboard data, and stakeholder feedback, the school made the following changes for the 2026–2029 LCAP:

- Added interdisciplinary literacy as a schoolwide instructional priority
- Expanded subgroup-specific metrics and equity monitoring
- Increased focus on literacy and academic discourse across all content areas
- Strengthened MTSS intervention systems and progress monitoring
- Added implementation fidelity measures for literacy strategies
- Increased emphasis on equitable access to rigorous coursework

## GOAL 2 ANNUAL UPDATE

### Goal 2

All students will graduate prepared for college, career, and civic life through equitable access to rigorous coursework, postsecondary planning, career pathways, intervention supports, and culturally responsive learning opportunities.

### Overall Implementation of Actions and Services

During the 2025–2026 school year, ECRCHS continued implementation of college and career readiness initiatives, counseling services, CTE pathway development, and summer learning opportunities.

The school maintained:

- Comprehensive counseling supports
- College and career workshops
- AP and dual enrollment opportunities

- Credit recovery and summer school programs
- Postsecondary planning support services

The counseling department increased outreach to students and families regarding:

- Graduation requirements
- A-G completion
- FAFSA/CADAA completion
- Postsecondary planning
- Course selection and academic planning

The school also expanded CTE pathway opportunities and continued partnerships supporting career exploration and workforce readiness.

## Overall Effectiveness

Graduation rates remained high overall, and student participation in college and career readiness activities increased during the year.

Positive outcomes included:

- Increased FAFSA/CADAA completion
- Growth in AP course enrollment
- Increased participation in dual enrollment opportunities
- Expanded student participation in summer learning programs
- Increased participation in college and career workshops

Despite progress, analysis of subgroup data demonstrated continued disparities in:

- A-G completion
- AP participation and success
- College/Career Indicator outcomes
- Graduation rates for Students with Disabilities and English Learners

Stakeholder feedback emphasized:

- The importance of equitable access to advanced coursework
- Increased academic supports for historically underserved students
- Greater family understanding of college and career pathways
- Expanded culturally responsive postsecondary opportunities

These findings informed revisions to Goal 2, including stronger equity language, expanded intervention supports, and increased monitoring of subgroup participation and outcomes.

## **Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

Summer school and intervention expenditures exceeded projections due to increased student participation and expanded staffing needs.

Some college visit expenditures were lower than anticipated due to scheduling limitations and transportation availability.

## **Changes Made**

Based on data analysis and stakeholder feedback, the following changes were incorporated into the 2026–2029 LCAP:

- Expanded subgroup monitoring for A-G completion and AP participation
- Increased emphasis on equitable access to rigorous coursework
- Strengthened literacy integration within CTE and postsecondary readiness
- Expanded summer bridge and intervention opportunities
- Increased culturally responsive college and career exposure opportunities
- Added civic readiness language to the goal statement

# GOAL 3 ANNUAL UPDATE

## Goal 3

Families and stakeholders will experience meaningful, culturally responsive, and accessible engagement opportunities that strengthen communication, shared decision-making, student advocacy, and partnerships between home and school.

## Overall Implementation of Actions and Services

During the 2025–2026 school year, ECRCHS expanded family engagement opportunities and communication systems through:

- Parent advisory meetings
- Family events and informational nights
- Increased use of digital communication platforms
- Social media and website updates
- Continued implementation of Aeries and Canvas communication systems

The school also increased opportunities for families to participate in:

- School Site Council
- LCAP meetings
- ELAC/PAC meetings
- Parent affinity groups

## Overall Effectiveness

Family participation in school events and advisory meetings increased modestly during the year.

Positive outcomes included:

- Increased use of Aeries and Canvas parent portals
- Improved communication through newsletters and digital messaging
- Increased attendance at parent informational meetings

Stakeholder feedback identified continuing needs for:

- More direct communication with administrators and teachers
- Greater transparency regarding academic progress
- More parent education opportunities
- Improved communication consistency across departments
- Increased multilingual supports

Parents also requested:

- Workshops focused on school policies, procedures
- Clearer pathways for accessing support from teachers via virtual or in-person meetings
- Video resources explaining school systems and expectations
- Improved visibility and communication regarding school events
- Clear handbook policies that align with in-school documentation and messaging from offices

Video tutorials were noted as not created (but needed) along with the Marketing Coordinator being able to provide informational resources to support family access to digital platforms and school information.

These findings informed the expansion of Parent University programming and communication systems in the new LCAP cycle.

## **Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

Website and communication expenditures increased due to expanded digital communication tools but video development and program exposure to the stakeholder community lacked.

Some family engagement events did not take place due to parental leadership leaving positions or low attendance.

## **Changes Made**

Based on stakeholder feedback and implementation analysis, the following revisions were incorporated into the 2026–2029 LCAP:

- Creation of a Parent University program
- Expanded communication expectations and monitoring
- Increased parent-teacher interaction opportunities
- Development of website video repositories
- Strengthened administrator communication pathways
- Increased accountability for schoolwide event communication and marketing

## **GOAL 4 ANNUAL UPDATE**

### **Goal 4**

ECRCHS will foster a safe, inclusive, and connected school environment that improves attendance, reduces chronic absenteeism and exclusionary discipline, and promotes student wellness through multi-tiered behavioral, mental health, and engagement supports.

### **Overall Implementation of Actions and Services**

During the 2025–2026 school year, ECRCHS continued implementation of wellness, PBIS, attendance, and behavioral support systems.

The school maintained:

- School-based mental health supports
- Wellness Center programming
- PBIS implementation efforts
- School safety and supervision systems
- Attendance outreach and intervention efforts

The school also expanded student engagement activities and continued implementation of transition supports for incoming ninth-grade students.

## Overall Effectiveness

Analysis of attendance and climate data indicated improvements in some student engagement measures; however, chronic absenteeism and tardiness remained significant areas of concern.

Positive outcomes included:

- Increased Wellness Center utilization
- Increased participation in student engagement activities
- Reduced behavioral incidents for students participating in targeted interventions

Areas requiring continued improvement included:

- Chronic absenteeism rates
- Tardy reduction
- Consistency of PBIS implementation
- Family engagement in attendance interventions
- Student connectedness among targeted groups

Stakeholder identified the need for:

- Clear discipline policies for students
- More structured attendance systems
- SART/SARB implementation
- Increased counselor-family intervention
- Clear schoolwide behavior expectations
- Stronger restorative and positive behavior systems
- Staff Handbook reviews of pertinent policies experiencing disruption

These findings informed the expanded attendance and PBIS actions included in the 2026–2029 LCAP.

## **Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

Wellness and mental health expenditures increased due to expanded student utilization and additional contracted services.

PBIS-related expenditures were lower than projected because portions of implementation were delayed pending staff training and planning.

## **Changes Made**

Based on data analysis and stakeholder feedback, the following revisions were made:

- Added SART/SARB implementation systems
- Expanded attendance intervention structures
- Added tardy reduction systems and metrics
- Increased focus on PBIS implementation fidelity
- Expanded student connectedness and belonging measures
- Increased counselor and family intervention expectations
- Added subgroup attendance and discipline monitoring

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey – Executive Director Fernando Delgado – Chief Business Officer Minita Clark – Administrative Director Janneyra Verduzco – Accounting Director	<a href="mailto:d.hussey@ecrchs.net">d.hussey@ecrchs.net</a> <a href="mailto:f.delgado@ecrchs.net">f.delgado@ecrchs.net</a> <a href="mailto:m.clark@ecrchs.net">m.clark@ecrchs.net</a> <a href="mailto:j.verduzco@ecrchs.net">j.verduzco@ecrchs.net</a>

## Plan Summary [LCAP 2026-2027]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

El Camino Real Charter High School (ECR) is a 9-12th grade charter high school located in Woodland Hills, California. ECR currently serves approximately 2,900 students in grades 9-12. It is a single-site charter school operated by El Camino Real Alliance, a 501c3 charter management organization. The primary community served by El Camino Real Charter High School is the West San Fernando Valley. Students in this community represent a range of socio-economic levels from disadvantaged to affluent. The median household income according to the most recent US Census for the 91367 zip code was \$134,534. This is a stark contrast to the median household income in Los Angeles County of \$87,800 and in the city of LA, \$80,366.

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

ECR student data reflects the rich diversity of the San Fernando Valley. As reflected on the 2024 California Dashboard: **(reminder to update)**

Approximately 34.7% of students are Socioeconomically disadvantaged

Approximately 2% are English Learners

Approximately 0.2% are Foster Youth

Approximately 10.8% are Students with Disabilities

Approximately 4.8% are African American

Approximately 0.1% are American Indian

Approximately 9% are Asian

Approximately 4.6% are Filipino

Approximately 32.5% are Hispanic

Approximately 7.6% are Two or More Races

Approximately 0.4% are Pacific Islander

Approximately 36.4% are White

Approximately 63.2% Minority enrollment

Approximately 29% are Free Lunch

Approximately 2% are Reduced Lunch

### **Mission Statement**

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

### **Vision Statement**

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

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

At ECR, student success is at the forefront of every initiative. The school offers a diverse array of programs tailored to meet the needs of all students, whether they aspire to attend a four-year university or enter the workforce directly after graduation. For college-bound students, the school provides rigorous Advanced Placement (AP) and dual enrollment courses, expert college counseling, and SAT/ACT preparation. Those pursuing careers benefit from robust Career and Technical Education (CTE) pathways, including internships, industry certifications, and hands-on learning in fields like technology, engineering, and the arts. Personalized academic advising ensures each student has a clear and achievable post-graduation plan. Extracurricular opportunities such as debate, robotics, and over 75 student-led clubs further enrich the student experience. The school fosters an inclusive environment where every student feels valued, challenged, and supported. By combining high academic standards with real-world skill development, ECR empowers students to thrive in any path they choose.

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

Critical Thinkers who:

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

Local Control and Accountability Plan Instructions

- Become informed, empowered decision makers.
- Possess a sense of agency.
- Exhibit professionalism in all endeavors.

Socially Responsible Citizens who:

- Demonstrate compassion, honesty, and respect.
- Utilize technology appropriately.
- Live sustainability.
- Engage in the civic process for diverse thoughts.
- Work toward a just society.
- Connect local issues to global systems, creating positive change.

This LCAP reflects a shift toward a fully integrated system in which academic achievement, attendance, and equity are treated as interdependent drivers of student success. Rather than isolating improvement efforts within individual departments or initiatives, the plan emphasizes alignment across all core subjects and support systems.

## Reflections: Annual Performance

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

### El Camino Real Charter High School

As part of the annual LCAP development process, El Camino Real Charter High School (ECRCHS) reviewed multiple measures of student performance, educational partner feedback, and implementation data to evaluate progress toward improving outcomes for all students and to identify areas requiring continued growth and support.

The school analyzed:

- California Dashboard indicators
- CAASPP achievement data

- English Learner Progress Indicator data
- Graduation and A-G completion rates
- College/Career Indicator outcomes
- Attendance and chronic absenteeism data
- Suspension and discipline data
- NWEA MAP benchmark data
- Course grades and D/F rates
- AP participation and pass rates
- Student, family, and staff survey data
- Participation in intervention and support programs

Analysis of annual performance data identified several areas of strength. ECRCHS maintained high graduation rates and continued to provide broad access to college and career readiness opportunities, including Advanced Placement courses, Career Technical Education pathways, dual enrollment opportunities, and postsecondary counseling services. The school also expanded intervention supports, wellness services, and family communication systems.

The review process also identified ongoing challenges and disparities among student groups. Achievement gaps persisted for English Learners, Students with Disabilities, African American students, Latino/a/x students, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students, particularly in mathematics achievement, literacy development, chronic absenteeism, and college and career readiness indicators.

Educational partners consistently identified the need for:

- Stronger literacy instruction across all disciplines
- More consistent intervention systems and progress monitoring
- Increased access to rigorous coursework and academic supports
- Improved communication and transparency with families
- Expanded attendance intervention and behavioral support systems
- Increased student connectedness, belonging, and wellness supports

As a result of this reflection process, ECRCHS revised and strengthened the 2026–2029 LCAP to include:

- A schoolwide interdisciplinary literacy framework
- Expanded equity-focused goals and metrics
- Increased subgroup monitoring and intervention
- Stronger attendance and PBIS systems
- Parent University and enhanced family communication systems
- Additional implementation monitoring tools and data analysis processes
- Expanded student wellness and connectedness supports

The school will continue to utilize annual data analysis and educational partner feedback to refine implementation efforts and ensure continuous improvement aligned to state priorities and student needs.

Analysis of prior-year implementation indicates both areas of progress and persistent system challenges.

The school demonstrated continued growth in English Language Arts and moderate gains in Mathematics on the CAASPP Assessment. Outcomes in Science are also measured on CAASPP and reflect ---- and Social Studies is not evaluated through statewide or internal schoolwide assessment. All students' achievement is measured internally through our use of the NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessment.

Attendance data indicates that chronic absenteeism remains a significant barrier to student achievement. While overall attendance rates remain relatively stable, subgroup disparities and patterns of chronic absence continue to negatively impact access to instruction across all subject areas.

Equity analysis shows persistent achievement gaps among English Learners, low-income students, and other historically underserved groups across all core subjects. These gaps are most pronounced in Mathematics but are also evident in English, Science, and Social Studies.

Finally, instructional systems across departments were not fully aligned, with stronger structures in English and Mathematics compared to Science and Social Studies. This limited the school's ability to ensure consistent instructional quality and data-driven decision-making across all content areas.

### Reflections: Technical Assistance

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

[Respond here]

### Comprehensive Support and Improvement

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

#### ***Schools Identified***

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

[Identify the eligible schools here]

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

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

ECRCHS utilizes a continuous improvement process to monitor the implementation and effectiveness of LCAP actions and services. The school recognizes the importance of using multiple measures of data and educational partner feedback to evaluate progress toward goals and improve outcomes for all students.

The school will monitor implementation and effectiveness through:

- California Dashboard indicators
- CAASPP and local benchmark assessment data
- NWEA MAP growth data
- Attendance and chronic absenteeism reports
- Graduation and A-G completion data
- AP participation and pass rates
- Course pass rates and D/F data
- English Learner progress and reclassification data
- Student behavior and suspension data
- Family, student, and staff survey results
- Participation data for interventions and support programs
- Professional development implementation data
- Literacy and instructional walkthrough data
- PBIS implementation fidelity measures

The school's leadership team, instructional leaders, counselors, intervention teams, and educational partner groups will regularly review data to:

- Identify trends and achievement gaps
- Monitor subgroup performance
- Evaluate implementation fidelity
- Assess the effectiveness of interventions and supports
- Inform instructional planning and resource allocation
- Identify additional needs for professional development or program adjustments

Data review and monitoring will occur through:

- Department collaboration meetings
- MTSS and intervention meetings
- Administrative leadership meetings
- School Site Council and advisory meetings
- Annual LCAP review and development processes

- Ongoing progress monitoring cycles

To strengthen accountability and implementation fidelity, ECRCHS will continue developing:

- Literacy walkthrough tools
- Equity-focused data protocols
- Attendance intervention monitoring systems
- PBIS implementation measures
- Student connectedness and belonging surveys
- Parent engagement and communication metrics

The school will use findings from monitoring and evaluation processes to revise actions, adjust supports, and allocate resources in response to student and educational partner needs.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]

Insert or delete rows, as necessary.

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

[Respond here]

# Goals and Actions

## Goal One

Goal #	Description	Type of Goal
Goal 1	Ensure equitable outcomes across English, Math, Science, and Social Studies for all student subgroups.	Broad Goal

State Priorities addressed by this goal.

1,2,4,7

An explanation of why the ELA has developed this goal.

Our first goal focuses on improving student achievement across English, Mathematics, Science, and Social Studies. This represents a shift from isolated subject improvement to a fully integrated core academic system.

Instruction will emphasize disciplinary literacy, quantitative reasoning, scientific inquiry, and historical analysis across all courses. English and Mathematics serve as foundational skill areas, while Science and Social Studies provide applied contexts for analysis, reasoning, and argumentation.

The school will implement common assessments across all four core subjects to ensure consistent measurement of student progress and instructional effectiveness. Intervention systems will be expanded to support students who are below proficiency in any core academic area.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	% Students Scoring Met or Exceeded on ELA SBAC	SY 25-26: All: Asian: Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:	TBD	TBD	75%	[Insert current difference from baseline here]

<p>Metric 2</p>	<p>% Students Scoring Met or Exceeded on Math SBAC</p>	<p>SY 25-26:                      All:                      Asian:                      Black/African American:                      EL:                      Filipino:                      Hispanic or Latino:                      Students with Disabilities:                      Socially Disadvantaged:                      Two or More Races:                      White:</p>	<p>TBD</p>	<p>TBD</p>	<p>52%</p>	<p>[Insert current difference from baseline here]</p>
<p>Metric 3</p>	<p>% Students Scoring Met or Exceeded on CAST Science</p>	<p>SY 25-26:                      All:                      Asian:                      Black/African American:                      EL:                      Filipino:                      Hispanic or Latino:                      Students with Disabilities:                      Socially Disadvantaged:                      Two or More Races:                      White:</p>	<p>TBD</p>	<p>TBD</p>	<p>[Insert target outcome here]</p>	<p>[Insert current difference from baseline here]</p>

<p><b>Metric 4</b></p>	<p>% of Students Scoring Average or Above on the Winter ELA MAP</p>	<p>SY 25-26:                      All:                      Asian:                      Black/African American:                      EL:                      Filipino:                      Hispanic or Latino:                      Students with Disabilities:                      Socially Disadvantaged:                      Two or More Races:                      White:</p>	<p>TBD</p>	<p>TBD</p>	<p>[Insert target outcome here]</p>	<p>[Insert current difference from baseline here]</p>
<p><b>Metric 5</b></p>	<p>% of Students Scoring Average or Above on the Winter Mathematics MAP</p>	<p>SY 25-26:                      All:                      Asian:                      Black/African American:                      EL:                      Filipino:                      Hispanic or Latino:                      Students with Disabilities:                      Socially Disadvantaged:                      Two or More Races:                      White:</p>	<p>TBD</p>	<p>TBD</p>		

Metric 5	A-G Completion ?	TBD	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 6	Graduation rate	TBD	TBD	TBD		

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP Year]

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

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

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

[Respond here]

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

While some subgroup growth was observed in isolated areas of SBAC performance, the overall data reflects that the current actions and interventions have not yet produced consistent or sustainable academic gains schoolwide. Performance trends indicate continued instructional inconsistency across departments and significant achievement gaps among student subgroups, particularly Students with Disabilities, English Learners, Hispanic students, and African American students.

The effectiveness of the current actions has been limited by several implementation challenges, including reductions in intervention staffing, counseling support, study skills classes, instructional assistants, and data support personnel due to budget constraints. Although intervention systems, tutoring opportunities, and data tools such as NWEA MAP and Data Studio remain in place, the school has not yet established a fully coherent system that consistently connects assessment results to instructional response, reteaching cycles, and targeted interventions. As a result, data collection practices have improved more rapidly than instructional outcomes.

Additionally, while professional development opportunities and department pilot initiatives have increased awareness of data-driven practices, implementation has varied significantly across classrooms and departments. The lack of clearly defined schoolwide instructional expectations and consistent Tier 1 instructional practices has limited the overall impact of these efforts on student achievement outcomes. This is particularly evident

in subgroup performance data, where Students with Disabilities remain significantly below standard in both ELA and Mathematics, and English Learner reclassification rates continue to decline.

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

Moving forward, greater emphasis must be placed on strengthening the instructional core through measurable and consistent practices across all classrooms. The school must prioritize:

Structured data cycles should be directly linked to instructional responses.

Implementation of common formative assessment analysis and standardized reteaching protocols

Targeted intervention systems should be directly aligned with classroom instruction.

Enhanced monitoring of subgroup progress throughout the academic year, rather than relying solely on annual outcome data.

To improve effectiveness, the following measurable implementation benchmarks are recommended:

Professional Learning Community (PLC) data cycles should occur at least once per month.

Departments should increase the use of common formative assessments that are aligned with standards mastery.

Quarterly monitoring of subgroup progress utilizing Common Formative Assessment (CFA) and Measures of Academic Progress (MAP) data.

Increased participation in, and progress monitoring of, intervention and tutoring programs Improved English Language Development (ELD) reclassification rates and measurable growth for students with disabilities on internal benchmark assessments

While the school demonstrates a strong commitment to equity, academic growth, and student support, current outcomes data indicate a need for a more focused and system-driven instructional model. This approach is necessary to ensure that interventions, data analysis, and professional development result in measurable student achievement gains.

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted Intervention	<p>The school will address areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth by:</p> <ul style="list-style-type: none"> <li>• Providing Study Skill Classes for both general education and special education to focus on academic skills, time management, organizational skills, and SEL</li> <li>• Purchase a research-based Study Skills Curriculum such as SOAR (or similar) to improve student achievement for our most vulnerable student populations</li> <li>• Providing in-class tutoring to study skills students during study skills classes to develop academic growth</li> <li>• Providing after school tutoring for academic content areas</li> <li>• Supporting classes with Instructional Assistants (IAs) and paraprofessionals to provide academic support to students</li> <li>• Staffing an intervention team to implement and evaluate student interventions and supports</li> <li>• Staffing an unhoused and foster student liaison to provide academic and personal support for our foster and unhoused population, including essential materials, school supplies, housing information, resources, and monitoring</li> <li>• Adequate out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators</li> </ul>	[\$ 0.00]	[Y/N]

<p>2</p>	<p>Data Driven Instruction</p>	<p><b>Encourage data driven instruction and engagement by ensuring all educational partners have access to updated technology and data:</b></p> <ul style="list-style-type: none"> <li>• Technology Staff and Support             <ul style="list-style-type: none"> <li>○ Maintaining appropriate staffing to include - tech team...@f.delgado@ecrchs.net please list                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Staffing a data team of up to 5 members to coordinate all school and state testing, analyze schoolwide data trends, and provide data-driven instructional guidance                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>• Technology Tools, Supplies, and Materials             <ul style="list-style-type: none"> <li>○ Student and staff 1:1 computer initiative to ensure all students and staff have access to a device                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Ensure each classroom has a promethean board for engagement                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ High speed internet for school                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Data team may purchase instructional supplies and materials for the facilitation of related PD                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Data team will continue researching and exploring innovative testing schedules, programs, and other innovative initiatives that can help improve standardized testing scores while enhancing our data-driven culture.</li> </ul> </li> <li>• Ensure student access and educator use of diagnostic tools, such as NWEA             <ul style="list-style-type: none"> <li>○ Purchasing assessment and testing contracts                 <ul style="list-style-type: none"> <li>▪ Budget – cost of NWEA</li> </ul> </li> <li>○ Offering professional development to educators on administering exams, exploring the data and results, and differentiating instruction based on results                 <ul style="list-style-type: none"> <li>▪ Budget (repeated expenditure, as this PD is delivered by the data team)</li> </ul> </li> <li>○ Designate time for testing all students in testing for MAP and testing 11th grade students in CAASPP</li> </ul> </li> </ul>	<p>[\$ 0.00]</p>	<p>[Y/N]</p>
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3	Highly Qualified Teachers	<p><b>The school will employ fully credentialed teachers in each department and ensure that each teacher is properly assigned:</b></p> <ul style="list-style-type: none"> <li>• Highly qualified teachers will:                             <ul style="list-style-type: none"> <li>○ Promote literacy across the curriculum, supporting students in developing critical thinking skills and comprehension abilities, essential for success in ELA, Math, and Science and ensure alignment to CCSS                                     <ul style="list-style-type: none"> <li>▪ Budget – certificated salaries and benefits minus those separated through document</li> </ul> </li> <li>○ Ensure Instructional &amp; Supplemental materials are aligned to the Common Core State Standards and update Instructional &amp; Supplemental Materials                                     <ul style="list-style-type: none"> <li>▪ Budget – textbooks and IMA</li> </ul> </li> </ul> </li> <li>• ECR will hire and retain a diverse teaching staff that promotes seeing the world through various lenses. This will include:                             <ul style="list-style-type: none"> <li>○ Increasing recruitment efforts to hire underrepresented teachers and staff and prioritize efforts on instructional equity                                     <ul style="list-style-type: none"> <li>▪ Budget – HR department and benefits, Department chair stipends?</li> </ul> </li> </ul> </li> </ul>	[\$ 0.00]	[Y/N]
	Professional Development			
	Common Formative Assessments and the PLC Process			
	Administrative Team	<p><b>Staff a full administrative team to support the educators:</b></p> <ul style="list-style-type: none"> <li>• Fund an administrative staff to provide instructional leadership, hire qualified faculty and staff, develop and implement systems for support, performing observations, and provide evaluations and guidance                             <ul style="list-style-type: none"> <li>○ Budget</li> </ul> </li> </ul>		

Insert or delete rows, as necessary.

## Goal Two

Goal #	Description	Type of Goal
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Goal 2	<b>All students will graduate college and career ready with an increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth</b>	Broad Goal
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State Priorities addressed by this goal.

4,5,7

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School is committed to ensuring that students are prepared for post-secondary plans, including post-secondary education and the workforce. Research indicates that students who engage in challenging coursework and innovative programs are more likely to graduate high school prepared for post-secondary education or enter the workforce with the necessary skills and knowledge to thrive in today's competitive global economy. Students will be exposed to various colleges and universities as well as career options through experiential learning and on-campus workshops/seminars.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	% of graduating seniors who complete a CTE pathway	SY: 25-26	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 2	% of 9 <sup>th</sup> grade students enrolled in an AP class	SY: 25-26				
Metric 3	Number of AP classes offered	SY: 25-26				
Metric 4	A-G completion rate (all and subgroups)	SY 25-26: All: Asian: Black/African American: EL:	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]

		<p>Filipino:</p> <p>Hispanic or Latino:</p> <p>Students with Disabilities:</p> <p>Socially Disadvantaged:</p> <p>Two or More Races:</p> <p>White:</p>				
Metric 5	% of students who graduate with a 2.0 or above (all and subgroups)	<p>SY 25-26:</p> <p>All:</p> <p>Asian:</p> <p>Black/African American:</p> <p>EL:</p> <p>Filipino:</p> <p>Hispanic or Latino:</p> <p>Students with Disabilities:</p> <p>Socially Disadvantaged:</p> <p>Two or More Races:</p> <p>White:</p>	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]

Metric 6	Graduation Rate	SY 25-26: All: Asian: Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:	TBD	TBD		
Metric 7	% of students enrolled in at least one Honors or AP class (all and subgroups)	SY 25-26: All: Asian: Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities:	TBD	TBD		

		Socially Disadvantaged:  Two or More Races:  White:				
Metric 8	AP pass rate: % of students who score a 3 or better on AP exam	SY: 25-26	TBD	TBD		
Metric 9	% of students who earn the Seal of Biliteracy	SY: 25-26	TBD	TBD		
Metric 10	The % of students graduating with completion of at least two community college classes	SY: 25-26	TBD	TBD		
Metric 11	% prepared college and career indicator based on CA dashboard	SY: 25-26	TBD	TBD		

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP Year]

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

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

Goal 2, Action 1 (Expand CTE Pathways): CTE Pathway programs have continued to grow with an increase in student enrollment in the CTE pathway programs. The CTE Advisory board continues to meet and support the programs at ECR. ECR is building community partnerships each year. Specifically our Audio and Music production classes have partnered with businesses in the Career in Entertainment industry. We are on track to increase our CTE completion rate by another 2%. ECR continues to strengthen the 4 CTE pathways.

Goal 2, Action 2 (Support A-G Completion and AP Test Pass Rate): There has been an increase in AP pass rate. There is a small dip in the A-G completion rate. This is an ongoing focus area for academic counselors. However, factors such as the LA promise program (free community college) could be affecting the data. More students are choosing community college or trade school options.

Goal 2, Action 3 (Professional Development): Counselors present up to date college admissions information and post secondary options to the ECRCHS staff one time a year.

Goal 2, Action 4 (Academic Counseling): Due to budget restrictions ECRCHS no longer offered Counseling extended hours on a weekly basis in the 2024-2025 school year. Extended hours were limited to the registration season in April and May. Due to the drop in enrollment and funding, ECRCHS will cut two academic counselors, going from 10 to 8.

Goal 2, Action 5 (College and Career Counseling): Due to drop in enrollment and funding ECRCHS will reduce the counseling team from 3 college counselors to 2.

Goal 2, Action 6 (College and Career Readiness Program): Naviance has been our college and career platform since 2014. Students continue to utilize Naviance primarily for letters of recommendation, applications to private/out of state universities and transcript ordering. The program also offers detailed college and career search engines, including resume building skills and goal setting. Although these features are not utilized as much, the college and career center continue to showcase these tools in Naviance during classroom presentations and one on one sessions with students.

Goal 2, Action 7 (Summer School and Credit Recovery): Summer School still remains an option for our students who need remediation or to make up D grades for college Admissions. The FLEX/IS summer school program has increased in enrollment. FLEX/IS a variety of classes for students to take in order to catch up in credits.

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

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

Academic Counselors continue to counsel and guide students through class selection, meeting A-G requirements, providing credit recovery options and guidance on post secondary plans. College Counselors run the college and career center providing college and career advising, writing letters of recommendation and guiding students in our dual enrollment program.

Our FLEX program continues to provide credit recovery options for students who need credit recovery in order to graduate on time.

Our CTE pathways and Dual Enrollment program are reputable and sought out by our students. These two areas continue to increase in numbers.

The AP program at ECRCHS continues to thrive, with more students passing AP tests each year.

Due to budget cuts and lack of funding, we are not able to provide some of the resources that we initially wrote out in the LCAP. At the end of SY 24-25, ECR cut two academic counselors and one college counselor; two of these counselors were bilingual in Spanish and English and the college counselor was a former counselor at a community college campus and served as our dual enrollment counselor. Extended hours were reduced to the enrollment season in late spring semester only. Reduction in staff and extended hours impacts the ability for counselors to reach out and connect with students and provide targeted interventions.

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

Goal 2, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Expand and Develop CTE Pathways	<p><b>ECR will continue to develop and expand on CTE pathways</b></p> <ul style="list-style-type: none"> <li>• Invest in the necessary equipment, materials, and trainings to create opportunities in Woodworking, Culinary Arts, Video Game Design, Media, and other potential pathways                             <ul style="list-style-type: none"> <li>○ Budget</li> </ul> </li> <li>• Build community partners to increase student opportunities for capstone projects</li> </ul>	[\$ 0.00]	[Y/N]
Action 2	Opportunities on Campus for High Achieving Students	<p><b>Provide opportunities on campus for high achieving students:</b></p> <ul style="list-style-type: none"> <li>• Increase opportunities for AP classes in 9<sup>th</sup> grade                             <ul style="list-style-type: none"> <li>○ Individualized programming of incoming families to ensure families are made aware of options, transcripts are reviewed, and appropriate and equitable enrollment of classes</li> </ul> </li> <li>• Increase the number of AP classes available at ECR</li> </ul>	[\$ 0.00]	[Y/N]

		<ul style="list-style-type: none"> <li>○ Continue adding relevant and in demand AP course offerings as available by college board</li> <li>○ Have classes added to UC doorways to ensure they are approved for college admissions</li> <li>○ Provide appropriate PD or training needed for teachers to take on new AP courses                             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul>		
Action 3	Professional Development	<p><b>Professional development on college and career related topics:</b></p> <ul style="list-style-type: none"> <li>● Attend professional development on college and career                             <ul style="list-style-type: none"> <li>○ Attend meaningful, relevant, and up-to-date training regarding the college admissions landscape and/or career exploration to help teachers, counselors, and administrators understand post-secondary options                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Counselors deliver professional development on college and career                             <ul style="list-style-type: none"> <li>○ Send updates to the school community on college admissions landscape, updates from attended trainings/tours, etc.</li> </ul> </li> </ul>	[\$ 0.00]	[Y/N]
Action 4	Academic Counseling	<p><b>Continue to staff academic counselors, with a counselor to student ratio of under 1:400 to ensure effective counseling services can be provided</b></p> <ul style="list-style-type: none"> <li>● Counseling Services                             <ul style="list-style-type: none"> <li>○ Support the academic development of students - monitoring of course completion, both for graduation and for pursuit of post-secondary plans through individualized programming and consistent monitoring</li> <li>○ Support completion of requirements for A-G, graduation, and career pathway development</li> <li>○ Ensure equitable enrollment in honors, AP, and CTE pathways</li> <li>○ Support AP test pass rate</li> <li>○ Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>○ Facilitate interventions, conferences, SSPTs, and 504s as needed to provide tiered levels of support to ensure students can overcome barriers and be college and career ready                             <ul style="list-style-type: none"> <li>▪ Budget (currently 8 academic counselors and benefits)</li> </ul> </li> </ul>		
<p>Action 5</p>	<p>Extended Counseling Availability</p>	<p><b>Extended Counseling Availability Beyond Regular School Hours:</b></p> <ul style="list-style-type: none"> <li>● Extended Counseling hours will provide opportunities to increase engagement with students and families by providing conferences, programing, and counseling relating services beyond regular school hours                             <ul style="list-style-type: none"> <li>○ Before school hours from 8am-8:30am                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ After school from 3:45pm-4:15pm                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Rotating counselor availability all summer                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ All academic counselors available during welcome week in summer for scheduling issues and enrollment                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Two evening programming nights during which all academic counselors enroll students from incoming schools from 4:15-6:15                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Two counselors per week in the evening from 4:15pm-6:15pm, typically in the spring during enrollment season (April and May)                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> </ul>		
<p>Action 6</p>	<p>College and Career Counseling</p>	<p><b>Continue to staff 2 college and career counselors to ensure the following services can be effectively provided</b></p> <ul style="list-style-type: none"> <li>● College and career counseling                             <ul style="list-style-type: none"> <li>○ Exploration of college and career through discussion, newsletters, workshops, and naviance training</li> <li>○ Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc.</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>▪ Budget (2 college and career counselors and benefits)</li> <li>○ Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc.</li> <li>○ Assist students with college applications, write recommendation letters, and help students with concurrent and dual enrollment</li> <li>○ Coordinate AP testing             <ul style="list-style-type: none"> <li>▪ Budget (stipend, proctors)</li> </ul> </li> <li>○ Coordinate the PSAT, which will continue to be funded by the school for grades 9-11             <ul style="list-style-type: none"> <li>▪ Budget (proctors and funding for test)</li> </ul> </li> </ul>		
<p>Action 7</p>	<p>College and Career Readiness Program</p>	<p><b>Contract and utilize a college and career readiness program, such as Naviance</b></p> <ul style="list-style-type: none"> <li>• College and career readiness program             <ul style="list-style-type: none"> <li>○ Help students identify their strengths, discover careers, and prepare for post-secondary programs.</li> <li>○ Students have the opportunity to complete multi grade level tasks within the Naviance platform that support college awareness, eligibility and preparedness.                 <ul style="list-style-type: none"> <li>▪ Budget (program and stipends)</li> </ul> </li> </ul> </li> </ul>		
<p>Action 8</p>	<p>Summer School and Credit Recovery</p>	<p><b>Offer a variety of summer school and credit recovery opportunities to all students</b></p> <ul style="list-style-type: none"> <li>• Summer School             <ul style="list-style-type: none"> <li>○ Summer school remedial classes, through which students can make up “D” and “F” grades</li> <li>○ Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework</li> <li>○ Summer classes to increase skills, such as pre-algebra, summer bridge to support in ELA and Math, as well as AP Bridge to promote critical thinking skills                 <ul style="list-style-type: none"> <li>▪ Budget:</li> </ul> </li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>• <b>Transition Program for Incoming 9<sup>th</sup> Grade Students</b> <ul style="list-style-type: none"> <li>○ A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, interventions</li> <li>○ Acclimate 9<sup>th</sup> grade students to the high school environment and school expectations</li> <li>○ Distribute laptops and teach students to navigate applications on laptops                             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>• <b>Online Credit Recovery Program</b> <ul style="list-style-type: none"> <li>○ An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses                             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> </ul>		
<p>Action 9</p>	<p>College Visits and Workshops</p>	<p><b>Promote college exploration and readiness through college visits and workshops</b></p> <ul style="list-style-type: none"> <li>• <b>HBCU Trip</b> <ul style="list-style-type: none"> <li>○ Students who are underserved and among the lowest ECR population (e.g., African American) to attend college post high school will attend college tours (HBCU Tour)                             <ul style="list-style-type: none"> <li>▪ Budget:</li> </ul> </li> </ul> </li> <li>• <b>College Visits</b> <ul style="list-style-type: none"> <li>○ Students will have opportunities to explore colleges both from colleges visiting the ECR campus and from college visits                             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>• <b>Workshops and seminars</b> <ul style="list-style-type: none"> <li>○ Students will gain college and career knowledge through on-campus college workshops and seminars.</li> </ul> </li> </ul>		

Insert or delete rows, as necessary.

## Goal Three

Goal #	Description	Type of Goal
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Goal 3	Families and educational partners will experience meaningful, culturally responsive, and accessible engagement opportunities that strengthen communication, shared decision-making, student advocacy, and partnerships between home and school.	Broad Goal
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State Priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

Analysis of stakeholder feedback, family surveys, communication data, and school climate information indicates a need to strengthen the consistency, clarity, and accessibility of school-to-home communication and to increase meaningful family engagement in students' academic progress and school experiences.

Stakeholders identified the need for:

- Clearer and more frequent communication regarding student academic performance
- Increased opportunities for parents to understand course offerings, academic pathways, and school programs
- Expanded access to tools that help families monitor student progress through technology platforms
- More structured opportunities to engage with teachers regarding student learning
- Increased visibility and communication regarding school events, activities, and opportunities for family involvement
- Expanded parent education opportunities, including technology training and academic support tools
- Continued access to multilingual communication and translation services

This goal strengthens family-school partnerships by improving communication systems, expanding parent education through a Parent University model, increasing transparency around academic programs, and ensuring equitable access to school information and engagement opportunities for all families.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Percentage of Parents who have Aeries Accounts for Monitoring Student Attendance	Need 25-26 Data	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]

Metric 2	Percentage of Parents who have Canvas Accounts for Monitoring Student Progress	TBD	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 3	Number of Parents who Access Parent University/Workshop (live or recorded sessions)	New Metric/TBD	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 4	Parent understanding of school programs and course offerings (is this on the pbis survey?)	New Metric/TBD	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 5	Families Reporting Feeling Welcomed and Connected to School	New Metric/TBD	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 6	Parent University/Workshop Participation	New Metric/TBD	TBD	TBD		
Metric 7	Parent Participation in SSC/ELAC/PAC/RISE Meetings	SSC - ELAC - PAC - RISE -	TBD	TBD		
Metric 8	Parent-Teacher Conference Participation Rate	New Metric/TBD	TBD	TBD		
Metric 9	Website/Video Tutorial Utilization	New Metric/TBD	TBD	TBD		
Metric 10	Number of Parent Workshops and Academic Information Sessions Offered Annually	New Metric/TBD	TBD	TBD		

Metric 11	Number of Multilingual Communications and Resources Provided	New Metric/TBD	TBD	TBD		
Metric 12	Family Participation Rates Among Underserved Student Groups	New Metric/TBD	TBD	TBD		

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP Year]

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

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

Educational partner feedback identified the need for:

- Increased communication transparency
- More direct access to administrators and teachers
- Parent education opportunities
- Technology support for families
- Consistent communication regarding student progress
- Greater family involvement in school decision-making

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

Website and communication expenditures increased due to expanded digital communication tools and video development.

Some family engagement event expenditures were lower than projected due to lower facility and event costs.

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

[Respond here]

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

[Respond here]

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

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Family Engagement and Shared Decision-Making	<p>Strengthen family engagement and collaborative decision-making opportunities through:</p> <ul style="list-style-type: none"> <li>• School Site Council participation</li> <li>• ELAC/PAC participation</li> <li>• Parent advisory meetings</li> <li>• Family engagement nights</li> <li>• Student-led conferences and showcases</li> <li>• Parent affinity groups</li> <li>• Family forums with administrators and counselors</li> <li>• Opportunities for educational partner input regarding school programs, policies, and LCAP development</li> </ul> <p>The school will increase outreach efforts to ensure participation from historically underserved families and multilingual households.</p>	[\$ 0.00]	[Y/N]
Action 2	Parent University/Workshops	Develop and implement a Parent University program to increase family understanding of:	[\$ 0.00]	[Y/N]

		<ul style="list-style-type: none"> <li>• Academic expectations</li> <li>• Graduation requirements</li> <li>• A-G completion</li> <li>• College and career readiness pathways</li> <li>• Literacy and academic support strategies</li> <li>• Mental health and wellness resources</li> <li>• Attendance expectations and interventions</li> <li>• Digital platforms and progress monitoring systems</li> </ul>		
Action 3	Home-School Communication and Academic Partnership Systems	<p>Strengthen communication and academic partnership systems between home and school through:</p> <ul style="list-style-type: none"> <li>• Increased opportunities for parent-teacher conferences</li> <li>• Academic progress monitoring meetings</li> <li>• Expanded teacher communication regarding student performance</li> <li>• Consistent gradebook updates</li> <li>• Counselor and intervention team communication with families</li> <li>• Communication regarding attendance, interventions, and academic supports</li> <li>• Family literacy and academic support resources</li> <li>• Clear pathways for communication with teachers, counselors, and administrators</li> </ul> <p>The school will continue utilizing Aeries, Canvas, newsletters, email, phone messaging, and other communication platforms to improve access to information and student progress.</p>	[\$ 0.00]	[Y/N]
Action 4	Attendance Communication and Intervention Outreach	<p>Improve attendance communication and family outreach systems through:</p> <ul style="list-style-type: none"> <li>• Automated attendance notifications</li> <li>• Chronic absenteeism alerts</li> <li>• Counselor and SART team outreach</li> <li>• Family attendance conferences</li> <li>• SART/SARB communication processes</li> <li>• Attendance education and support workshops</li> <li>• Targeted communication for students identified as at-risk for chronic absenteeism</li> </ul>		

		The school will strengthen communication systems to ensure timely intervention and increased family partnership in addressing attendance concerns.		
Action 5	Multilingual Family Engagement and Accessibility	<p>Increase equitable access for multilingual families through:</p> <ul style="list-style-type: none"> <li>• Translation and interpretation services</li> <li>• Multilingual communication and workshop materials</li> <li>• Bilingual support staff during events and meetings</li> <li>• Expanded outreach to English Learner families</li> <li>• Multilingual website and video resources</li> <li>• Accessible family engagement opportunities</li> </ul> <p>The school will prioritize increasing participation and engagement among underserved family groups.</p>		
Action 6	Marketing, Outreach, and Schoolwide Communication	<p>Maintain schoolwide communication and outreach systems through:</p> <ul style="list-style-type: none"> <li>• Website management</li> <li>• Weekly newsletters</li> <li>• Social media communication</li> <li>• School event promotion</li> <li>• Marketing and public relations efforts</li> <li>• Student and family communication campaigns</li> </ul>		

Insert or delete rows, as necessary.

## Goal Four

Goal #	Description	Type of Goal
Goal 4	Cultivate a safe, inclusive, and equitable learning environment to meet the social-emotional, mental health, and physical needs of all students through multi-tiered systems of support with a focus on PBIS and targeted interventions to improve attendance.	Broad Goal

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

Local Control and Accountability Plan Instructions

Fostering a positive school climate where every student feels valued and supported is vital to student learning. Research suggests that schools with inclusive and equitable learning environments experience higher levels of student engagement, improved attendance rates, and decreased disciplinary incidents, ultimately leading to a more positive overall school culture. Examining the attendance data for the past several years at ECRCHS, it is evident that a focus on attendance is vital. Improved attendance should lead to increases in other student outcomes, like student achievement and test scores, in addition to wellness and connection.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Attendance Rate	SY 25-26: All: Asian: Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 2	Chronic Absenteeism Rate	SY 25-26: All: Asian: Black/African American: EL:	TBD	TBD	[Insert target outcome here]	[Insert current difference from baseline here]

		Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:				
Metric 3	% of students with tardiness to periods 2-6	SY 25-26: Period 2: Period 3: Period 4: Period 5: Period 6:	TBD		[Insert target outcome here]	[Insert current difference from baseline here]
Metric 4	Dropout Rate	SY 25-26:	TBD	TBD		
Metric 5	Expulsion Rate	SY 25-26:	TBD	TBD		
Metric 6	Suspension Rate	SY 25-26:	TBD	TBD		
Metric 7	Score on the Facilities Inspection Tool (FIT)	SY 25-26:	TBD	TBD		
Metric 8	% of School Employees who Complete Required Compliance Trainings by Due Date	SY 25-26:	TBD	TBD		
Metric 9	Graduation Rate (duplicate)	SY 25-26: All: Asian:	TBD	TBD		

		Black/African American: EL: Filipino: Hispanic or Latino: Students with Disabilities: Socially Disadvantaged: Two or More Races: White:				
Metric 10	Reclassification Rate	SY 25-26:	TBD	TBD		

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP Year]

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

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

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

[Mention was removed] [Mention was removed]

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

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Services and supports for student mental health and wellness	<p><b>Dedicated services and supports for student mental health and wellness</b></p> <ul style="list-style-type: none"> <li>• School-Based Therapist (SBT)                             <ul style="list-style-type: none"> <li>○ Manage the Wellness Center, lead the peer counseling program, run wellness groups, provide individual counseling, provide parent and staff education, etc.                                     <ul style="list-style-type: none"> <li>▪ Budget 100k</li> </ul> </li> </ul> </li> <li>• Wellness Center                             <ul style="list-style-type: none"> <li>○ Supplies for student engagement and coping                                     <ul style="list-style-type: none"> <li>▪ Budget: 5k</li> </ul> </li> <li>○ Monthly wellness campaigns; 9 months of themed, proactive wellness actives to support wellness, connection, resources, and mental health awareness in our student body                                     <ul style="list-style-type: none"> <li>▪ Budget: 2,700k (300 per month for 9 months)</li> </ul> </li> <li>○ Peer Counseling Program, managed by the SBT, to provide peer-to-peer support in the Wellness Center</li> </ul> </li> <li>• Mental Health Interns through The Chicago School                             <ul style="list-style-type: none"> <li>○ Three interns to provide additional mental health support, psycho education, training, classroom presentations, and outreach; interns are unpaid but require paid supervision from a contracted partner                                     <ul style="list-style-type: none"> <li>▪ Budget: 9,500k</li> </ul> </li> </ul> </li> </ul>	[\$ 117,200.00]	[Y/N]

<p>Action 2</p>	<p>Focused efforts to improve student attendance</p>	<p><b>Focused efforts and strategic planning to improve student attendance through policies and procedures</b></p> <ul style="list-style-type: none"> <li>• Attendance committees             <ul style="list-style-type: none"> <li>○ Research best practices, review data, update policies and procedures, prepare and present PD to staff, meet with families for SART and SARB when outside of school hours. The SART/SARB process and intervention tiers will include attendance meetings, contracts, and coordinated supports for at-risk students.</li> <li>○ Revise and clarify the staff and student handbooks annually to ensure clear expectations for attendance, behavior, and school policies.</li> <li>○ Updated handbooks will be distributed to all staff, students, and families annually in accessible digital and/or print formats.</li> </ul> </li> <li>• Procedures for workflow on attendance outreach             <ul style="list-style-type: none"> <li>○ Implement a comprehensive attendance system with clear procedures for tracking, identifying, and responding to chronic absenteeism.</li> <li>○ Teachers, counselors, and staff will proactively contact parents for both attendance, academic, and behavior concerns for early intervention.</li> <li>○ Communication efforts will be documented and supported through designated systems overseen by administrators to ensure follow-through.</li> <li>○ Administrators will monitor attendance, discipline data, and communication logs to ensure consistency and compliance and share updates regularly with staff.</li> <li>○ The administrative team will provide feedback, coaching, and support to improve staff implementation of procedures.</li> <li>○ Staff will be trained to ensure equitable enforcement of expectations and use of restorative and corrective practices associated with SART/SARB.                 <ul style="list-style-type: none"> <li>▪ Budget: my class? Any other systems?</li> </ul> </li> </ul> </li> <li>• Short Term Independent Study (STIS)             <ul style="list-style-type: none"> <li>○ Provide students who will miss school for 15 days or less an opportunity to participate in STIS                 <ul style="list-style-type: none"> <li>▪ Budget:</li> </ul> </li> </ul> </li> <li>• Attendance Recovery (AR) Program</li> </ul>	<p>[\$ 0.00]</p>	<p>[Y/N]</p>
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		<ul style="list-style-type: none"> <li>○ Provide structured opportunities for students to voluntarily participate in educational sessions outside the regular school day to make-up OR bank attendance days (up to 10 per academic school year)             <ul style="list-style-type: none"> <li>▪ Budget:</li> </ul> </li> </ul>		
<p>Action 3</p>	<p>Campus Safety and support systems</p>	<p><b>Campus safety and support systems</b></p> <ul style="list-style-type: none"> <li>● 2 deans             <ul style="list-style-type: none"> <li>○ Deans provide behavior support and are an integral part of PBIS and attendance support.</li> <li>○ The Dean’s Office will oversee consistent implementation of progressive discipline policies aligned with the student handbook.</li> <li>○ Strengthen coordination between safety staff, Deans Office, and administration to ensure consistent enforcement of safety protocols.                 <ul style="list-style-type: none"> <li>▪ Budget (salary, benefits, stipend)</li> </ul> </li> </ul> </li> <li>● CSOs             <ul style="list-style-type: none"> <li>○ Provide active and effective supervision of all students throughout the school day with sufficient staffing of a security team</li> <li>○ Provide internal training and maintain trained safety personnel to support a secure, supervised, and welcoming campus environment.                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● School Police             <ul style="list-style-type: none"> <li>○ Partner with LAUSD Police Department to maintain a school police officer                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Nurse and LVN to attend to physical health needs of students including:             <ul style="list-style-type: none"> <li>○ Administration of physician approved medications,</li> <li>○ Provide first aid and emergency care to students who become injured or ill during school hours</li> <li>○ Provide health education to students on a variety of topics such as hygiene, nutrition, exercise, etc.</li> <li>○ Seek and attending professional development activities to stay current with best practices in school nursing, healthcare trends, and relevant legislation</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>○ Provide professional development to staff on health issues and caring for students with certain health issues and in emergency situations</li> <li>○ Referrals for glasses, hearing and other health needs</li> <li>○ Maintain accurate and confidential health records of students             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>● Athletic Trainer             <ul style="list-style-type: none"> <li>○ Responsible for preventing, evaluating, treating, and rehabilitating injuries for student-athletes</li> <li>○ Managing on-field medical emergencies             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Vector Training             <ul style="list-style-type: none"> <li>○ All employees complete compliance trainings for best practices of safe schools, including childhood sexual assault prevention, making schools safe and inclusive for LGBTQ+ students, mandated reporter for child abuse and neglect, sexual harassment prevention, youth suicide awareness, prevention, and postvention, students experiencing homelessness awareness and understanding, and bloodborne pathogen exposure prevention             <ul style="list-style-type: none"> <li>▪ Budget (last LCAP was 8,100)</li> </ul> </li> </ul> </li> </ul>		
<p>Action 4</p>	<p>Clean, updated, and inviting facilities</p>	<p><b>Maintain clean, updated, and inviting facilities to meet the needs of all students</b></p> <ul style="list-style-type: none"> <li>● Cafeteria – staff and food             <ul style="list-style-type: none"> <li>○ Adequately fund the cafeteria, food &amp; Wellness program, and cafeteria staff to promote good nutrition and improve health and learning             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Clerical staff             <ul style="list-style-type: none"> <li>○ Adequate staffing of clerical staff to maintain and run all offices             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Custodial staff             <ul style="list-style-type: none"> <li>○ Maintain clean and safe facilities to support student safety             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● School furniture</li> </ul>	<p>[\$ 0.00]</p>	<p>[Y/N]</p>

		<ul style="list-style-type: none"> <li>○ Ordering new functional classroom furniture and materials to support all student learning             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>● Utilities             <ul style="list-style-type: none"> <li>○ Maintain utilities for school operations                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Repairs             <ul style="list-style-type: none"> <li>○ Ensure safe facilities that are in good repair                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Capital projects/remodeling             <ul style="list-style-type: none"> <li>○ Continue to modernize in key areas to develop an inviting and engaging campus, tailored to attract and welcome our diverse families and engage learners– any specific plans to note here? [Mention was removed]                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> </ul>		
<p>Action 5</p>	<p>Implement PBIS</p>	<ul style="list-style-type: none"> <li>● PBIS Coordinator             <ul style="list-style-type: none"> <li>○ With a period out of the classroom, the PBIS coordinator plans for the training days, follows through on action items, manages the school-wide behavior reinforcement system, visits classrooms, supports tier 2 interventions, plans PD, collaborates with staff regarding interventions, etc.                 <ul style="list-style-type: none"> <li>▪ Budget: Salary is repeat expenditure; just need stipend and possible pay another teacher an aux if there are not enough periods to cover all English sections for her period out</li> </ul> </li> </ul> </li> <li>● Professional Development             <ul style="list-style-type: none"> <li>○ Contract with an organization, such as LACOE, for trainings on PBIS                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ 4 Trainings days for the PBIS team to meet (train the trainer model); half of each day is a PD provided by an organization such as LACOE, and the other half of the day is to develop PD, create surveys, plan events, review data, etc.                 <ul style="list-style-type: none"> <li>▪ Budget - (subs and food)</li> </ul> </li> </ul> </li> <li>● PBIS Team OT</li> </ul>		

		<ul style="list-style-type: none"> <li>○ paid hourly for time after school or during summer (PD rate if checking in or hourly if making a PD to deliver to staff)             <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>● School-wide behavior reinforcement system             <ul style="list-style-type: none"> <li>○ Staff members give students “Royal Rewards” cards (RR) for being Engaged, Considerate, or Responsible (our school-wide behavior expectations)</li> <li>○ The Royal Rewards are given to reinforce positive behaviors, create positive engagement opportunities, and enhance school culture                 <ul style="list-style-type: none"> <li>▪ Budget – for the physical cards</li> </ul> </li> <li>○ Incentives – Students can use Royal rewards for multiple purposes, based on what motivates them. Currently, students can use their cards in exchange for items at the school store, to clear detentions, or to enter drawings. Drawings might be to get food items, attend events, or to have a chance for a special monthly prize, such as headphones, a soccer ball, a team hat, or a camera.                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Speakers and fieldtrips for student engagement             <ul style="list-style-type: none"> <li>○ Speakers to engage and motivate students on healthy living, attaining goals, pursuing dreams, overcoming barriers, etc.                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Fieldtrips for student engagement and to expose students to various opportunities for growth and resources                 <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> <li>● Metro - tap cards for students             <ul style="list-style-type: none"> <li>○ Partner with Metro to provide TAP cards that will be free of charge to each student                 <ul style="list-style-type: none"> <li>▪ Budget (\$7 per student based on enrollment from pervious SY)</li> </ul> </li> </ul> </li> </ul>		
<p>Action 6</p>	<p>Targeted Intervention and Tier 2 and 3 Supports</p>	<p><b>Provide targeted intervention and tier 2 and 3 supports to students who require additional assistance to achieve growth</b></p> <ul style="list-style-type: none"> <li>● Study Skills Classes</li> </ul>		

- Provide Study Skill Classes for both general education and special education to focus on academic skills, time management, organizational skills, and SEL
  - Budget
- Study Skills Curriculum
  - Purchase a research-based Study Skills Curriculum such as SOAR (or similar) to improve student achievement for our most vulnerable student populations
    - Budget (SOAR for SPED classes and planners for SPED and gen SS classes)
- Tutoring
  - Provide in-class tutoring to study skills students during study skills classes to develop academic growth
    - Budget
  - Provide after school tutoring for academic content areas
    - Budget
- Intervention Coordinators
  - One lead intervention coordinator and one intervention coordinator to implement and evaluate student interventions and supports
    - Budget
- FLEX Education
  - FLEX day program – alternative education program on campus for students who need credit recovery
    - Budget (do FLEX teacher salaries go here or do you have them above in goal one?)
  - Independent Study – located at Shoup Campus, for students who need an alternative form of education through independent study
    - Budget (do you include the teachers/staff here or just the building)
- Support for Students with Special Disabilities
  - Adequate out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including two school psychologists, special education coordinators, and paraprofessionals for collaborative classes
    - Budget

<p>Action 7</p>	<p>Targeted Support for English Learners</p>	<p><b>Targeted support for English Learners</b></p> <ul style="list-style-type: none"> <li>• ELD Support                             <ul style="list-style-type: none"> <li>○ Re-organizing the ELD classes - rather than blocks with 2 ELD classes, aside from newcomers, students will have one grade level ELD class and one grade level CP English class; to support the English learners in the CP English Classes, there will be 1 IA in each grade for CP English (4 Total)                                     <ul style="list-style-type: none"> <li>▪ Budget:</li> </ul> </li> <li>○ Continued support in the ELD classes – 1 IA                                     <ul style="list-style-type: none"> <li>▪ Budget:</li> </ul> </li> <li>○ Fund an ELD Coordinator to oversee the testing, reclassification, and monitoring of EL students                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Purchasing of instructional supplies and materials such as novels, curriculum, manipulatives, etc                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> <li>○ Professional development for ELD Coordinator, ELD Teacher, and IA                                     <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> </li> </ul> </li> </ul>		
<p>Action 8</p>	<p>Targeted Support for Unhoused and Forster Students</p>	<p><b>Targeted Support for Unhoused and Foster Students</b></p> <ul style="list-style-type: none"> <li>• Support for Unhoused and Foster Students                             <ul style="list-style-type: none"> <li>○ Staff an unhoused and foster student liaison to provide academic and personal support for our foster and unhoused population, including essential materials, school supplies, housing information, resources, and monitoring                                     <ul style="list-style-type: none"> <li>▪ Budget (stipend and resources for population)</li> </ul> </li> </ul> </li> </ul>		

Insert or delete rows, as necessary.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School 5440 Valley Circle Blvd. Woodland Hills, CA 91367	David Hussey, Executive Director Fernando Delgado, CBO Minita Clark, Administrative Director Janneyra Verduzco, Accounting Director	<a href="mailto:d.hussey@ecrchs.net">d.hussey@ecrchs.net</a> <a href="mailto:f.delgado@ecrchs.net">f.delgado@ecrchs.net</a> <a href="mailto:m.clark@ecrchs.net">m.clark@ecrchs.net</a> <a href="mailto:j.verduzco@ecrchs.net">j.verduzco@ecrchs.net</a>

## Plan Summary [LCAP Year]

### General Information

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

#### General Information

El Camino Real Charter High School (ECR) is a 9-12th grade charter high school located in Woodland Hills, California. ECR currently serves approximately **2,900** students in grades 9-12. It is a single-site charter school operated by El Camino Real Alliance, a 501c3 charter management organization. The primary community served by El Camino Real Charter High School is the West San Fernando Valley. Students in this community represent a range of socio-economic levels from disadvantaged to affluent. The median household income according to the most recent US Census for the 91367 zip code was **\$134,534**. This is a stark contrast to the median household income in Los Angeles county of **\$87,800** and in the city of LA, **\$80,366**.

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

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

- Approximately 34.7% of students are Socioeconomically disadvantaged
- Approximately 2% are English Learners
- Approximately 0.2% are Foster Youth
- Approximately 10.8% are Students with Disabilities

- Approximately 4.8% are African American
- Approximately 0.1% are American Indian
- Approximately 9% are Asian
- Approximately 4.6% are Filipino
- Approximately 32.5% are Hispanic
- Approximately 7.6% are Two or More Races
- Approximately 0.4% are Pacific Islander
- Approximately 36.4% are White
- Approximately 63.2% Minority enrollment
- Approximately 29% are Free Lunch
- Approximately 2% are Reduced Lunch

## **Mission Statement**

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

## **Vision Statement**

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

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

At ECR, student success is at the forefront of every initiative. The school offers a diverse array of programs tailored to meet the needs of all students, whether they aspire to attend a four-year university or enter the workforce directly after graduation. For college-bound students, the school provides rigorous Advanced Placement (AP) and dual enrollment courses, expert college counseling, and SAT/ACT preparation. Those pursuing careers benefit from robust Career and Technical Education (CTE) pathways, including internships, industry certifications, and hands-on learning in fields like technology, engineering, and the arts. Personalized academic advising ensures each student has a clear and achievable post-graduation plan. Extracurricular opportunities such as debate, robotics, and over 75 student-led clubs further enrich the student experience. The school fosters an inclusive environment where every student feels valued, challenged, and supported. By combining high academic standards with real-world skill development, ECR empowers students to thrive in any path they choose.

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

<p style="text-align: center;"><b><u>Critical Thinkers who:</u></b></p> <ul style="list-style-type: none"> <li>· Observe, interpret, analyze, evaluate, and integrate information.</li> <li>· Collaborate confidently in a variety of settings.</li> <li>· Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital).</li> <li>· Make predictions based on evidence.</li> <li>· Produce claims with credible support.</li> <li>· Re-assess previous interpretations when presented with new evidence.</li> </ul>	<p style="text-align: center;"><b><u>Effective Communicators who:</u></b></p> <ul style="list-style-type: none"> <li>· Synthesize data from print and digital media.</li> <li>· Organize and prioritize information.</li> <li>· Express ideas with a deliberate use of rhetoric.</li> <li>· Consider audience by demonstrating clear and appropriate language and behavior.</li> <li>· Utilize technology to present findings purposefully.</li> </ul>
<p style="text-align: center;"><b><u>Hard-working graduates who:</u></b></p>	<p style="text-align: center;"><b><u>Socially Responsible Citizens who:</u></b></p>

<ul style="list-style-type: none"> <li>· Achieve college education, career and individual goals.</li> <li>· Explore options and plan for success.</li> <li>· Persevere in the face of challenges.</li> <li>· Become informed, empowered decision makers.</li> <li>· Possess a sense of agency.</li> <li>· Exhibit professionalism in all endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrate compassion, honesty, and respect.</li> <li>· Utilize technology appropriately.</li> <li>· Live sustainability.</li> <li>· Engage in the civic process for diverse thoughts.</li> <li>· Work toward a just society.</li> <li>· Connect local issues to global systems, creating positive change.</li> </ul>

**Reflections: Annual Performance**

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

As we reflect on our annual performance, it is important to note that we recognize the need for a more targeted focus schoolwide as it relates to Data Driven Instruction and Data Driven Reflection. Success and Improvement Areas are detailed below.

**Dashboard Results ELA**

While our ELA scores were continuously rising for several years, this year there was a decrease in overall student performance on CAASPP. We are very proud of the hard work exhibited by faculty, staff, and students and recognize the need for more attention to the ever-changing collective needs of students as well as the ever-changing individual needs of students.

Based on the 2024 Dashboard, in the category All Students, ECR is 23.2 points above standard in ELA and we declined 16.8 points from the 2023-2024 test. A total of 758 students took the Smarter Balanced Assessment in ELA in 2023-2024.

**Academic Successes in ELA:**

- Students identifying as Asian are represented at the highest level which is Performance Color *Blue*
- Filipino students are represented at the second highest level which is Performance Color *Green*

- English Learner Progress increased 2.9 points and is represented at the highest level in Performance Color Blue

### **Improvement Areas in ELA:**

- Hispanic (maintained -2.6 points), Two or more races (declined 30.2 points), and Socioeconomically disadvantaged students (declined 8.4 points) and are at the middle performance level which is Performance Color Orange.
- Students with Disabilities are now in Performance Color Red, declined 37.1 points, and is 95.1 points below standard.
- White students declined 33.1 points and are represented in Performance Color Yellow.
- African American students are 10.4 points below standard and declined 24.9 points.

### **By Performance Level Breakdown:**

- There is one student group represented in Red reflecting 'very low' performance.
- African American students are in Orange reflecting 'somewhat' low performance.
- There are now four student groups in Yellow reflecting 'average performance' and they are Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White.
- Students identifying as Filipino, are in Green (reflecting 'high' performance).
  - They are 55.1 points above standard
- Asian students are indicated in 'Blue' (reflecting 'very high' performance)
  - They are 89.5 points above standard
- There is no performance color for English Learners, Foster Youth, Homeless, Pacific Islander, and Long Term English Learner because there are not enough students to generate that data
- English Learners are 115.1 points below standards

### **Dashboard Results Math**

- Based on the 2024 Dashboard, ECR is 40 points below standard in Math, and we declined 10.7 points from the 2023-2024 test. A total of 766 students took the Smarter Balanced Assessment in Math in 2023-2024.

### **Academic Successes in Math**

- Asian students increased 11.6 points and are 46.8 points above standard.
- Socioeconomically Disadvantaged students increased 6 points and are in Green (reflecting 'high' performance), but are 52.7 points below standard.

## Improvement Areas in Math

- Students with Disabilities are now in Performance Color Red, declined 30.4 points, and is 157.8 points below standard.
- Filipino students maintained 2.5 points and are 3 points below standard.
- Hispanic students are 60.1 points below standard and maintained 2.8 points
- African American students are 83.4 points below standard and declined 5.3 points.
- English Learners are 150.6 points below standard but increased 11 points
- White students declined 23.5 points and are 37.9 points below standard.

## By Performance Level Breakdown:

- Students with Disabilities are in Red (reflecting 'very low' performance).
- African American, Hispanic, and Two or More Races are in Orange (reflecting 'low' performance).
- Filipino and White students are in Yellow (reflecting 'medium' performance).
- Socioeconomically Disadvantaged are in Green (reflecting 'high' performance).
- Asian students are indicated in 'Blue' (reflecting 'very high' performance)
- English Learners are 167 points below standard but declined 16.3 points
- There is no performance color for English Learners, Foster Youth, Homeless, Pacific Islander, and Long Term English Learner because there are not enough students to generate that data

## College/Career:

The school's 2024 CA School Dashboard College/Career Status (i.e., the percentage of high school students prepared for success after graduation) increased by 4% percent.

To continue to improve outcomes in preparing our students for college and career, ECR has increased student enrollment in our CTE Pathway programs and our Dual Enrollment program. Counselors provide professional development to teachers and staff with the most up to date college admissions information. ECR also continues to promote our seal of bi literacy eligibility options. Counselors provide classroom presentations for all grade levels reviewing high school graduation requirements, class selections and post secondary options. ECR's college and career center continues to introduce our 9th graders to Naviance's career assessments through CCR/Health class presentations, and we are currently having all 9th graders complete career assessments on Naviance. These various tasks/assessments introduce students to possible career matches and allow them to start thinking about their post-secondary options and fulfill their career pathways. Below is a sampling of the tasks/assessments they are completing:

- Academic and Personal Goals (allows students to work towards a goal; develop a sense of achievement)
- Strength Explorer Assessment (identifies students' strengths and aligns them with possible careers/colleges)

- Personality Assessments
- Search and add colleges to their personal list.
- Search and add careers to their personal list
- Begin their Resume

**Suspension Rate:**

The school's 2024 CA School Dashboard percentage of students who were suspended at least once was at a rate **lower** than the state. However, the school's Performance Level (color) was **Orange**.

The school is continuing to implement a PBIS system. This has been featured in professional developments and behavioral reminders (signs, murals) can be found in many areas of campus. Restorative justice and conflict resolution techniques have resulted in a much lower suspension rate so far this year. At our current rate, we will have approximately 28 suspensions for the year as compared to 74 suspension last year. There has also been increased collaboration between the Student Support Services office, Deans, and counselors.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

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

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

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

## Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrative Team	School leaders are involved in the development process of LCAP goals, actions, and metrics through on-going discussions that have a direct impact on teaching and learning. Administrative Meetings are held every Friday to share and discuss school priorities and each administrators' respective areas, ideas, and suggestions.
Teachers and staff	Teachers, counselors, and staff are engaged in the development process of LCAP through staff surveys focused on the eight (8) state priorities administered annually. Additionally, teachers/counselors lead and serve on various school committees that offer very useful information that informs LCAP development. The LCAP Committee utilizes survey feedback to develop the initial LCAP and then shares the drafts with teachers, counselors, and staff prior to final vote by the ECRA School Board.
Parents/Families	Parents and Families are involved in the development process of LCAP from the start of each academic year through committees and parent groups.
Students	Students are given a similar survey to teachers that centers around the eight (8) state priorities as well as school climate. They are able to rate the school using a likert scale and also leave qualitative feedback. Some student groups and clubs such as ASB, BSU, and various clubs participate or host roundtable discussions throughout the year where they offer contributory feedback.
Committees	ECR has multiple advisory committees where parents, administrators, and teachers contribute. These include the English Learner Advisory Committee, Parent Advisory Committee, School Site Council, Safety Committee, RISE, and Padres Latinos. These committees provide feedback throughout the year on school matters.
Public Comment	Public Comment will be allowed at the Board Meeting on May 22, 2024 via feedback form available for any stakeholders to submit after the presentation (regarding LCAP). Additionally, the LCAP Committee will accept comments/feedback from teachers/staff/students through June 14, 2024.
Board Meetings	The LCAP will be presented at two Board Meetings - first, on May 22, 2024 for public review and comment as well as at the <b>June 30, 2025</b> Board Meeting for vote.

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

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

# Goals and Actions

## Goal 1

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

State Priorities addressed by this goal.

1, 2, 4, 7

An explanation of why the ELA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers fully credentialed and properly assigned	100%	100%	100%	100% fully credentialed teachers	Maintained
2	Graduation Rate	SY 22-23: 91%	SY 23-24: 91.3%	SY 24-25:92.8%	95% or above	+1.8
3	Reclassification Rate	46% reclassified	26% reclassified	23% reclassified	60% reclassified	-23%

4	% Students Scoring Met or Exceeded on ELA SBAC	<p>SY 22-23:</p> <p>All: 66.63%</p> <p>Asian: 70.15%</p> <p>Black/African American: 60%</p> <p>EL: 26%</p> <p>Filipino: 75.75%</p> <p>Hispanic or Latino: 59.17%</p> <p>Students with Disabilities: 31%</p> <p>Socially Disadvantaged: 43.71%</p> <p>Two or More Races: 72.73%</p> <p>White: 71.43%</p>	<p>SY 23-24:</p> <p>All: 60%</p> <p>Asian: 79%</p> <p>Black/African American: 61%</p> <p>EL: 0%</p> <p>Filipino: 71%</p> <p>Hispanic or Latino: 55%</p> <p>Students with Disabilities: 24%</p> <p>Socially Disadvantaged: 56%</p> <p>Two or More Races: 55%</p> <p>White: 57%</p>	<p>SY 24-25:</p> <p>All: 63%</p> <p>Asian: 71%</p> <p>Black/African American: 61%</p> <p>EL: 27%</p> <p>Filipino: 87%</p> <p>Hispanic or Latino: 57%</p> <p>Students with Disabilities: 26%</p> <p>Socially Disadvantaged: 62%</p> <p>Two or More Races: 75%</p> <p>White: 59%</p>	<p>All: 75% or higher</p> <p>Asian: 76.02%</p> <p>Black/African American: 69%</p> <p>EL: 32.5%</p> <p>Filipino: 82.09</p> <p>Hispanic or Latino: 68.54%</p> <p>Students with Disabilities: 43.71</p> <p>Socially Disadvantaged: 59.8%</p> <p>Two or More Races: 74.38</p> <p>White: 73.98</p>	<p>All: -3.6%</p> <p>Asian: +.85%</p> <p>Black/African American: +1%</p> <p>EL: +1%</p> <p>Filipino: +11.25%</p> <p>Hispanic or Latino: - 2.17%</p> <p>Students with Disabilities: -5%</p> <p>Socially Disadvantaged: +18.29%</p> <p>Two or More Races: +2.27%</p> <p>White: -12.43%</p>
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5	% Students Scoring Met or Exceeded on Math SBAC	SY 22-23: All: 41.83% Asian: 61.2% Black/African American: 26.41% EL: 11% Filipino: 51.51% Hispanic or Latino: 31.94% Students with Disabilities: 8.74% Socially Disadvantaged: 35.47% Two or More Races: 40.45% White: 48.12%	SY 23-24: All: 38% Asian: 72% Black/African American: 11% EL: 0% Filipino: 50% Hispanic or Latino: 33% Students with Disabilities: 9% Socially Disadvantaged: 36% Two or More Races: 31% White: 37%	SY 24-45 All: 41% Asian: 59% Black/African American: 38% EL: 18% Filipino: 77% Hispanic or Latino: 30% Students with Disabilities: 9% Socially Disadvantaged: 39% Two or More Races: 42% White: 41%	All: 48 or higher Asian: 66.22% Black/African American: 32.64% EL: 13.75% Filipino: 61.81 Hispanic or Latino: 37.94% Students with Disabilities: 12.35% Socially Disadvantaged: 51.57% Two or More Races: 44.31% White: 52.06%	All: -.83% Asian: +2.2% Black/African American: +11.59% EL: +7% Filipino: +25.49% Hispanic or Latino: -1.94% Students with Disabilities: -.26% Socially Disadvantaged: +4.47% Two or More Races: +1.55% White: -7.12%
6	% Students Scoring Met or Exceeded on CAST Science	SY 22-23: 35.83%	SY 23-24: 35.0%	SY 24-25: 37%	39 % or higher	+1.17%

## Goal Analysis for [LCAP Year]

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

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

The implementation of Goal 1 during the previous year demonstrated the school's continued commitment to improving academic achievement and supporting student subgroups; however, the effectiveness of implementation varied significantly across actions due to budget limitations, staffing reductions, and inconsistent systemwide execution. While several initiatives remained in place, outcome data

indicates that many actions did not yet result in sustained or measurable academic improvement across all student groups, particularly for Students with Disabilities, English Learners, Hispanic students, and African American students

Goal 1, Action 1 (Implement Targeted Intervention): Due to budget constraints, there are less funds available for targeted interventions. In year SY 23-24, there were 9 general education study skills classes and 11 special education study skill classes. In SY 24-25, there were 3 study skill classes and 13 special education study skill classes. In SY 25-26, there were no general education study skill classes in the Fall and two in the spring, but the special education study skill classes remained. Implementation for targeted support in the study skills classes improved and overall decreases in cumulative Fs were reflected in students enrolled in the classes. In SY 24-25, the intervention team grew in members, leading to a better understanding of referral systems; growing from only 22 referrals in SY 23-24, the intervention team received and supported 130 referrals in SY 24-25. Unfortunately, the intervention team downsized to two members in SY 25-26 due to budget constraints. Similarly, ECR had the luxury of many instructional aids and paraprofessionals in SY 23-24; though some remain, the amount of support has been reduced and is moving to be eliminated by the end of SY 24-25 to retain teaching staff. ECR still has two school psychologists and an unhoused foster student liaison. Tutoring options have been available both in classes and after school. After school tutoring has always been active and varied, aside from slowing down in Fall of 2024, but came back strong in Spring of 2025 and remained steady for the whole 25-26 SY.

Goal 1, Action 2 Although ECR did not maintain a full-time ELD Coordinator during the 2025–2026 school year, the school hired an experienced part-time EL Coordinator who previously served ECR as a teacher, administrator, and ELD Coordinator. Her familiarity with the school community and expertise in English Learner supports contributed to continued monitoring of EL student progress, reclassification processes, and instructional guidance for ELD classes. The school remains hopeful that student performance data and future outcomes will reflect the targeted efforts and instructional support provided during the school year. Due to ongoing budget constraints, staffing adjustments were necessary during the Spring of 2026, resulting in the reduction of instructional aides assigned to ELD classes from two to one. While this reduction impacted the level of in-class support available to students, ECR continued to prioritize services and interventions for English Learners to the extent possible within available resources year.

As part of continuous improvement efforts, ECR will evaluate and restructure ELD class supports, intervention systems, and service delivery models for the upcoming school year. These adjustments, including potential refinements to staffing, instructional practices, and targeted supports, will be reflected in the next LCAP cycle.

Goal 1, Action 3 (Professional Development): Teachers attended area-specific conferences to acquire or refine innovative teaching strategies and techniques relevant to their subject areas. Findings were shared during PLCs or department meetings, fostering collaboration while promoting the diffusion of knowledge.

PD sessions provided a structured framework for discussing and applying HLP (high leverage practices).

The “pathways” option proved to be a flexible and effective approach, enabling teachers to pursue professional growth in areas that aligned with their areas of growth and interests. We are uncertain about continuing to provide professional development opportunities for subject specific conferences due to budget restraints.

Goal 1, Action 4 (Data-Driven Instruction and Intervention) The original plan to maintain appropriate staffing for both a technology team and a data team has been adjusted. The merging of the data team with the testing coordinator into a new "Data-Testing" coordinator team, capped at three members, is noted. While this adjustment reduces team size, it is encouraging to see a clear focus on maintaining efficiency and effectiveness. The team's exploration of a new testing schedule and innovative platforms demonstrates a proactive approach to enhancing data-driven culture and improving standardized testing outcomes.

The pilot initiatives undertaken by the English, math, and science departments reflect a forward-thinking strategy. Allowing the English department to test their own students and piloting a new testing platform for common formative assessments (CFAs) and SBAC practice within the math and science departments has likely brought valuable insights. These efforts pave the way for more personalized and department-specific testing approaches.

The ongoing implementation of the Data Studio platform is a promising development. Its ability to provide a comprehensive view of class or individual student performance will be instrumental in the early identification of students requiring intervention. This aligns with the broader goal of using diagnostic tools and data platforms to support targeted, evidence-based instruction.

Goal 1, Action 5 (Highly Qualified Teachers): While the initial goals of recruiting and employing credentialed and diverse teachers were met with measurable success, a significant challenge arose in retaining these teachers. Budget cuts and lower-than-expected enrollment rates resulted in difficulties sustaining the teaching staff, impacting the school's ability to maintain the diversity and instructional equity initially targeted. Budget constraints directly affected teacher retention efforts, leading to higher turnover rates and impacting continuity in the classroom. Ultimately, several positions were cut for SY 25-26, impacting our ability to sustain a robust and diverse teaching staff. However, through collaborative efforts, it was announced in April 2026, that no teaching positions will be eliminated for the 26-27 SY.

Goal 1, Action 6 (Administrative Team): Although budget shortfalls, decreased enrollment, and teacher layoffs plagued the school in SY 24-25, the administrative staff remained fully intact. No known adjustments are taking place moving forward.

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

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

While some subgroup growth was observed in isolated areas of SBAC performance, the overall data reflects that the current actions and interventions have not yet produced consistent or sustainable academic gains schoolwide. Performance trends indicate continued instructional inconsistency across departments and significant achievement gaps among student subgroups, particularly Students with Disabilities, English Learners, Hispanic students, and African American students.

The effectiveness of the current actions has been limited by several implementation challenges, including reductions in intervention staffing, counseling support, study skills classes, instructional assistants, and data support personnel due to budget constraints. Although intervention systems, tutoring opportunities, and data tools such as NWEA MAP and Data Studio remain in place, the school has not yet established a fully

coherent system that consistently connects assessment results to instructional response, reteaching cycles, and targeted interventions. As a result, data collection practices have improved more rapidly than instructional outcomes.

Additionally, while professional development opportunities and department pilot initiatives have increased awareness of data-driven practices, implementation has varied significantly across classrooms and departments. The lack of clearly defined schoolwide instructional expectations and consistent Tier 1 instructional practices has limited the overall impact of these efforts on student achievement outcomes. This is particularly evident in subgroup performance data, where Students with Disabilities remain significantly below standard in both ELA and Mathematics, and English Learner reclassification rates continue to decline.

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

Moving forward, greater emphasis must be placed on strengthening the instructional core through measurable and consistent practices across all classrooms. The school must prioritize:

Structured data cycles should be directly linked to instructional responses.

Implementation of common formative assessment analysis and standardized reteaching protocols

Targeted intervention systems should be directly aligned with classroom instruction.

Enhanced monitoring of subgroup progress throughout the academic year, rather than relying solely on annual outcome data.

To improve effectiveness, the following measurable implementation benchmarks are recommended:

Professional Learning Community (PLC) data cycles should occur at least once per month.

Departments should increase the use of common formative assessments that are aligned with standards mastery.

Quarterly monitoring of subgroup progress utilizing Common Formative Assessment (CFA) and Measures of Academic Progress (MAP) data.

Increased participation in, and progress monitoring of, intervention and tutoring programs Improved English Language Development (ELD) reclassification rates and measurable growth for students with disabilities on internal benchmark assessments

While the school demonstrates a strong commitment to equity, academic growth, and student support, current outcomes data indicate a need for a more focused and system-driven instructional model. This approach is necessary to ensure that interventions, data analysis, and professional development result in measurable student achievement gains.

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Targeted Intervention	<p>The school will address areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth by:</p> <ul style="list-style-type: none"> <li>• Providing Study Skill Classes for both general education and special education to focus on academic skills, time management, organizational skills, and SEL</li> <li>• Purchase a research-based Study Skills Curriculum such as SOAR (or similar) to improve student achievement for our most vulnerable student populations</li> <li>• Providing in-class tutoring to study skills students during study skills classes to develop academic growth</li> <li>• Providing after school tutoring for academic content areas</li> <li>• Supporting classes with Instructional Assistants (IAs) and paraprofessionals to provide academic support to students</li> <li>• Staffing an intervention team to implement and evaluate student interventions and supports</li> <li>• Staffing an unhoused and foster student liaison to provide academic and personal support for our foster and unhoused population, including essential materials, school supplies, housing information, resources, and monitoring</li> <li>• Adequate out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators</li> </ul>	[\$260,000 -title I allocation]	[Yes/No]
2	Targeted Intervention for EL Population	<p>Targeted Intervention for EL population such as:</p> <ul style="list-style-type: none"> <li>• Fund a EL coordinator to oversee the testing, reclassification, and monitoring of EL students</li> <li>• Purchasing of instructional supplies and materials such as novels, curriculum, manipulatives, etc</li> <li>• Professional development for ELD Coordinator and ELD Teacher/Assistant</li> </ul>	part of certificated salaries	

3	Professional Development	<p>Educators will attend professional development opportunities:</p> <ul style="list-style-type: none"> <li>● Focused on evidence-based instructional strategies, allowing the enhancement of teaching practices to better meet the diverse learning needs of students</li> <li>● And teacher attendance will be monitored and feedback will be gathered to assess effectiveness in enhancing instructional practices related to ELA, Math, and Science.</li> <li>● Teachers will attend subject area conferences such as CATE, CSTA, CMT, CMC, and CCSS.</li> </ul>	<p>\$56,000 (title II grant allocation) \$150,000 (educator effectiveness)</p>	
4	Data-Driven Instruction and Intervention	<p>Ensure all educational partners have access to updated technology and data by:</p> <ul style="list-style-type: none"> <li>● 1:1 Initiative continues to ensure all students and staff have a computer</li> <li>● Ensure each classroom has a promethean board</li> <li>● High speed internet for school</li> <li>● Maintaining appropriate staffing to include - tech team...</li> <li>● Staffing a data team of up to 5 members to coordinate all school and state testing, analyze schoolwide data trends, and provide data-driven instructional guidance.</li> <li>● Data team will continue researching and exploring innovative testing schedules, programs, and other innovative initiatives that can help improve standardized testing scores while enhancing our data-driven culture.</li> <li>● Data team may purchase instructional supplies and materials for the facilitation of related PD</li> </ul> <p>Ensure student access and educator use of diagnostic tools, such as NWEA by:</p> <ul style="list-style-type: none"> <li>● Purchasing assessment and testing contracts</li> <li>● Offering professional development to educators on administering exams, exploring the data and results, and differentiating instruction based on results</li> <li>● Designate time for testing all students in testing for MAP and testing 11th grade students in CAASPP</li> </ul>	<p>\$2,500 NWEA) \$105,000 (1:1 student laptops) \$32,000 (spectrum fiber line) \$819,242 (tech team salaries + benefits)</p>	

5	Highly Qualified Teachers	<p>The school will employ fully credentialed teachers in each department and ensure that each teacher is properly assigned. Highly qualified teachers will:</p> <ul style="list-style-type: none"> <li>● Promote literacy across the curriculum, supporting students in developing critical thinking skills and comprehension abilities, essential for success in ELA, Math, and Science</li> <li>● Ensure alignment to CCSS</li> <li>● Ensure Instructional &amp; Supplemental materials aligned to the Common Core State Standards</li> <li>● Update Instructional &amp; Supplemental Materials</li> </ul> <p>ECR will hire and retain a diverse teaching staff that promotes seeing the world through various lenses. This will include:</p> <ul style="list-style-type: none"> <li>● Increasing recruitment efforts to hire underrepresented teachers and staff</li> <li>● Prioritizing efforts on instructional equity</li> </ul>	<p>\$16,145,818 (cert salaries + benefits)</p> <p>\$300,000 (IMA requests)</p> <p>\$328,774 (textbooks)</p>	
6	Administrative Team	<p>Staff a full administrative team to support the educators by:</p> <ul style="list-style-type: none"> <li>● Providing instructional leadership</li> <li>● Hiring qualified faculty and staff</li> <li>● Developing and implementing systems for support</li> <li>● Performing observations and providing evaluations and guidance</li> </ul>	<p>\$832,178 (Cert admin salaries + benefits)</p>	

## Goal 2

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

State Priorities addressed by this goal.

4, 5, 7

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School is committed to ensuring that students are prepared for post-secondary plans, including post-secondary education and the workforce. Research indicates that students who engage in challenging coursework and innovative programs are more likely to graduate high school prepared for post-secondary education or enter the workforce with the necessary skills and knowledge to thrive in today's competitive global economy. Students will be exposed to various colleges and universities as well as career options through experiential learning and on-campus workshops/seminars.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of graduating seniors who complete a CTE pathway	SY 22-23: was not tagged in SIS last year	SY 23-24: 4.2%	SY 24-25: 13%	15%	Unknown +9% in one school year

2	A-G completion rate (all and subgroups)	<p>SY 22-23:</p> <p>All: 55%</p> <p>Asian: 76.3%</p> <p>Black/African American: 33.3%</p> <p>EL: 33.3%</p> <p>Filipino: 84.0%</p> <p>Hispanic or Latino: 44.7%</p> <p>Students with Disabilities: 19.5%</p> <p>Socially Disadvantaged: 52.8%</p> <p>Two or More Races: 64.3%</p> <p>White: 57.4%</p>	<p>SY 23-24:</p> <p>All: 53.4%</p> <p>Asian: 71.4%</p> <p>Black/African American: 50.0%</p> <p>EL: 31.0%</p> <p>Filipino: 63.3%</p> <p>Hispanic or Latino: 45.0%</p> <p>Students with Disabilities: 21.1%</p> <p>Socially Disadvantaged: 48.6%</p> <p>Two or More Races: 55.4%</p> <p>White: 56.2%</p>	<p>SY 24-25:</p> <p>All: 51.3%</p> <p>Asian: 75.0%</p> <p>Black/African American: 42%</p> <p>EL: 0%</p> <p>Filipino: 69%</p> <p>Hispanic or Latino: 48.3%</p> <p>Students with Disabilities: 23.3%</p> <p>Socially Disadvantaged: 49.4%</p> <p>Two or More Races: 39.3%</p> <p>White: 50.0%</p>	<p>All: 65%</p> <p>Asian: 86.3%</p> <p>Black/African American: 43.3%</p> <p>EL: 43.3%</p> <p>Filipino: 94.0%</p> <p>Hispanic or Latino: 54.7%</p> <p>Students with Disabilities: 29.5%</p> <p>Socially Disadvantaged: 63.8%</p> <p>Two or More Races: 74.3%</p> <p>White: 67.4%</p>	<p>All: -3.7%</p> <p>Asian: -1.3%</p> <p>Black/African American: +8.7%</p> <p>EL: -33.3%</p> <p>Filipino: -15%</p> <p>Hispanic or Latino: +3.6%</p> <p>Students with Disabilities: 3.8%</p> <p>Socially Disadvantaged: -3.4%</p> <p>Two or More Races: -25%</p> <p>White: -7%</p>
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3	% of students who graduate with a 2.0 or above (all and subgroups)	<p>SY 22-23:</p> <p>All: 95.98 %</p> <p>Asian: 96.25%</p> <p>Black/African American: 96.66%</p> <p>EL: 85.18%</p> <p>Filipino: 98%</p> <p>Hispanic or Latino: 94.87%</p> <p>Students with Disabilities: 92.68%</p> <p>Socially Disadvantaged: 94.10%</p> <p>Two or More Races: 96.42%</p> <p>White: 97.04%</p>	<p>SY 23-24:</p> <p>All: 96.6%</p> <p>Asian: 95.7%</p> <p>Black/African American: 97.1%</p> <p>EL: 93.1%</p> <p>Filipino: 100%</p> <p>Hispanic or Latino: 94.1%</p> <p>Students with Disabilities: 94.6%</p> <p>Socially Disadvantaged: 95.8%</p> <p>Two or More Races:100%</p> <p>White:98.1%</p>	<p>SY 24-25</p> <p>All: 96.3%</p> <p>Asian: 97.7%</p> <p>Black/African American: 95%</p> <p>EL: 85.7%</p> <p>Filipino: 93.5%</p> <p>Hispanic or Latino: 95.4%</p> <p>Students with Disabilities: 96.3%</p> <p>Socially Disadvantaged: 94.7%</p> <p>Two or More Races: 95.4%</p> <p>White:97.8%</p>	<p>All: 97%</p> <p>Asian:97%</p> <p>Black/African American: 97%</p> <p>EL: 90%</p> <p>Filipino: 98%</p> <p>Hispanic or Latino: 97%</p> <p>Students with Disabilities: 95%</p> <p>Socially Disadvantaged: 97%</p> <p>Two or More Races: 97%</p> <p>White: 98%</p>	<p>All: +.32%</p> <p>Asian: +1.45%</p> <p>Black/African American: -1.66%</p> <p>EL: +.52%</p> <p>Filipino: -4.5%</p> <p>Hispanic or Latino: -.53%</p> <p>Students with Disabilities: +2.72%</p> <p>Socially Disadvantaged: +.6%</p> <p>Two or More Races: -1.72%</p> <p>White: .76%</p>
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4	% of students enrolled in at least one Honors or AP class (all and subgroups)	SY 22-23: All: 54% Asian: 76.36% Black/African American: 44.5% EL: 2.0% Filipino: 72.02% Hispanic or Latino: 46.95% Students with Disabilities: 13.05% Socially Disadvantaged: 48.71% Two or More Races: 56.25% White: 58.91%	SY 23-24: All: 52.8% Asian: 12.89% Black/African American: 4.19% EL: 0.28% Filipino: 5.32% Hispanic or Latino: 28.9% Students with Disabilities: 2.31% Socially Disadvantaged: 8.09% Two or More Races: 8.09% White:36.23%	SY 24-25: All: 55.1% Asian: 74.8% Black/African American: 55.1% EL: 12.7% Filipino: 76.1% Hispanic or Latino: 48.9% Students with Disabilities: 13.0% Socially Disadvantaged: 50.4% Two or More Races:59.3% White:54.0%	All: 65% Asian: 78% Black/African American: 50% EL: 3% Filipino: 74% Hispanic or Latino:52% Students with Disabilities: 15% Socially Disadvantaged: 14.5% Two or More Races: 50% White:61%	All:+1.1% Asian: -1.56% Black/African American: +10.66% EL: +10.7% Filipino: +4.08% Hispanic or Latino:+1.95% Students with Disabilities: -.05% Socially Disadvantaged: +1.69% Two or More Races: +3.05% White:-4.91%
5	AP pass rate: % of students who score a 3 or better on AP exam	SY 22-23: 76%	SY 23-24: 80%	SY 24-25: 85.6%	85% will pass with a 3 or higher	+9.6%
6	% of students who earn the Seal of Biliteracy	SY 22-23: 14.6%	SY 23-24: 16.2%	SY 24-25: 14.1%	30%	-5%

7	The % of students graduating with completion of at least two community college classes	New metric-baseline data unknown.	SY 23-24: 5.0%	SY 24-25: 10.7%	15%	+5.7% in one year
8	% prepared college and career indicator based on CA dashboard	48.6%	52.6%	55.7%	65%	+7.1%

## Goal Analysis for [LCAP Year]

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

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

Goal 2, Action 1 (Expand CTE Pathways): CTE Pathway programs have continued to grow with an increase in student enrollment in the CTE pathway programs. The CTE Advisory board continues to meet and support the programs at ECR. ECR is building community partnerships each year. Specifically our Audio and Music production classes have partnered with businesses in the Career in Entertainment industry. We are on track to increase our CTE completion rate by another 2%. ECR continues to strengthen the 4 CTE pathways.

Goal 2, Action 2 (Support A-G Completion and AP Test Pass Rate): There has been an increase in AP pass rate. There is a small dip in the A-G completion rate. This is an ongoing focus area for academic counselors. However, factors such as the LA promise program (free community college) could be affecting the data. More students are choosing community college or trade school options.

Goal 2, Action 3 (Professional Development): Counselors present up to date college admissions information and post secondary options to the ECRCHS staff one time a year.

Goal 2, Action 4 (Academic Counseling): Due to budget restrictions ECRCHS no longer offered Counseling extended hours on a weekly basis in the 2024-2025 school year. Extended hours were limited to the registration season in April and May. Due to the drop in enrollment and funding, ECRCHS will cut two academic counselors, going from 10 to 8.

Goal 2, Action 5 (College and Career Counseling): Due to drop in enrollment and funding ECRCHS will reduce the counseling team from 3 college counselors to 2.

Goal 2, Action 6 (College and Career Readiness Program): Naviance has been our college and career platform since 2014. Students continue to utilize Naviance primarily for letters of recommendation, applications to private/out of state universities and transcript ordering. The program also offers detailed college and career search engines, including resume building skills and goal setting. Although these features are not utilized as much, the college and career center continue to showcase these tools in Naviance during classroom presentations and one on one sessions with students.

Goal 2, Action 7 (Summer School and Credit Recovery): Summer School still remains an option for our students who need remediation or to make up D grades for college Admissions. The FLEX/IS summer school program has increased in enrollment. FLEX/IS a variety of classes for students to take in order to catch up in credits.

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

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

Academic Counselors continue to counsel and guide students through class selection, meeting A-G requirements, providing credit recovery options and guidance on post secondary plans. College Counselors run the college and career center providing college and career advising, writing letters of recommendation and guiding students in our dual enrollment program.

Our FLEX program continues to provide credit recovery options for students who need credit recovery in order to graduate on time.

Our CTE pathways and Dual Enrollment program are reputable and sought out by our students. These two areas continue to increase in numbers.

The AP program at ECRCHS continues to thrive, with more students passing AP tests each year.

Due to budget cuts and lack of funding, we are not able to provide some of the resources that we initially wrote out in the LCAP. At the end of SY 24-25, ECR cut two academic counselors and one college counselor; two of these counselors were bilingual in Spanish and English and the college counselor was a former counselor at a community college campus and served as our dual enrollment counselor. Extended hours were reduced to the enrollment season in late spring semester only. Reduction in staff and extended hours impacts the ability for counselors to reach out and connect with students and provide targeted interventions.

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

Goal 2, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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

## Actions

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

<p>4</p>	<p>Academic Counseling</p>	<p>Continue to staff academic counselors, with a counselor to student ratio of under 1:400 to ensure the following services can be effectively provided:</p> <ul style="list-style-type: none"> <li>● Support the academic development of students and monitoring of course course completion, both for graduation and for pursuit of post-secondary plans, including A-G completion and career pathway</li> <li>● Ensure equitable enrollment in honors, AP, and CTE pathways pathways</li> <li>● Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy</li> <li>● Facilitate interventions, conferences, SSPTs, and 504s as needed to provide tiered levels of support to ensure students can overcome barriers and be college and career ready</li> </ul> <p>In addition to regular school hours, counselors will provide the additional availability to students and families to increase engagement, provide conferences, program students, and offer other counseling related services:</p> <ul style="list-style-type: none"> <li>● Before school hours from 8am-8:30am</li> <li>● After school from 3:45pm-4:15pm</li> <li>● Rotating counselor availability all summer</li> <li>● All counselors available during welcome week in summer</li> <li>● One counselor per week on Thursday from 4:15pm-6:15pm</li> </ul>	<p>\$1,281,117 (Counselors salaries + benefits) \$40,000 (Counselors extra hours before/after school salary + benefits)</p>	
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5	College and Career Counseling	<p>Continue to staff 2 college and career counselors to ensure the following services can be effectively provided:</p> <ul style="list-style-type: none"> <li>● Exploration of college and career through discussion, newsletters, workshops, and naviance training</li> <li>● Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc.</li> <li>● Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc.</li> <li>● Assist students work college applications, write recommendation letters, and help students with concurrent and dual enrollment</li> <li>● Coordinate AP testing</li> <li>● Coordinate the PSAT, which will continue to be funded by the school for grades 9-11</li> </ul>	<p>\$380,000 (salary + benefits) (will change because Murcia is leaving)</p> <p>\$4,000 (PSAT Fees, based on 23/24 cost A-G success)</p>	
6	College and Career Readiness Program	<p>Contract and utilize a college and career readiness program, such as Naviance, to:</p> <ul style="list-style-type: none"> <li>● Help students identify their strengths, discover careers, and prepare for post secondary programs.</li> <li>● Students have the opportunity to complete multi grade level tasks within the Naviance platform that support college awareness, eligibility and preparedness.</li> </ul>	<p>\$34,000 (Naviance cost - A-G success)</p>	

7	Summer School and Credit Recovery	<p>Offer a variety of summer school and credit recovery opportunities to all students, including:</p> <ul style="list-style-type: none"> <li>• Summer school remedial classes, through which students can make up “D” and “F” grades</li> <li>• Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework</li> <li>• A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimating them to the high school environment and school expectations (new in summer 2024)</li> <li>• Summer classes to increase skills, such as pre-algebra, summer bridge to support in ELA and Math, as well as AP Bridge to promote critical thinking skills</li> <li>• An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses</li> </ul>		
8	College Visits and Workshops	<p>Students who are underserved and among the lowest ECR population (e.g., African American) to attend college post high school will attend college tours (HBCU Tour) and attend on-campus college workshops and seminars.</p>		\$150,000

### Goal 3

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

State Priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

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

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Number parents/guardians actively attending parent group meetings.	SY 22-23  N/A	SY 23-24:  RISE: 5 parents attend regularly.  Padres Latinos: 10 parents attend regularly.  SSC: 1 parent attends regularly.  ELAC: 4 parents attend regularly.  Equity: 5 parents attend regularly.	SY 24-25:  RISE: 5 parents attend regularly.  Padres Latinos: 15-20 parents  SSC: no meetings due to work to rule  ELAC: 7-8 parents  Equity: between 2-5 parents	RISE: 10 parents attend regularly.  Padres Latinos: 20 parents attend regularly.  SSC: 5 parents attend regularly.  ELAC: 10 parents attend regularly.  Equity: 10 parents attend regularly.	RISE: no change  Padres Latinos: increase by 5-10  SSC: decrease by 1  ELAC: increase by 3-4  Equity: no change
2	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.	SY 22-23  Aeries : 56%, with 39% of those parents showing that they have notifications setup  Canvas : 31% have active accounts - do not know who has opted out of notifications	SY 23-24  Aeries : 74%, with 29% of those parents showing that they have notifications setup  Canvas : 31% have active accounts - do not know who has opted out of notifications	SY 24-25:  Aeries: 44% with 44% of these parents showing they have notifications setup  Canvas:31% have active accounts - do not know who has opted out of notifications	Aeries : 100%, with 75% of those parents showing that they have notifications setup  Canvas : 100% have active accounts	Aeries : decrease of 30%, increase of 15% notifications set up  Canvas : no change

3	Number of newsletters, social media posts, and website updates per month.	<p>SY 22-23</p> <p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 3x per week.</p> <p>Twitter updated 2x per week.</p>	<p>SY 23-24</p> <p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 5x per week.</p> <p>X (Twitter) updated 2x per week.</p> <p>TikTok updated 1x per month.</p> <p>Website updated upon request from teachers and staff.</p>	<p>SY 24-25:</p> <p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 5x per week.</p> <p>X (Twitter) updated 2x per week.</p> <p>TikTok updated 1x per month.</p> <p>Website updated upon request from teachers and staff</p>	<p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 5x per week.</p> <p>X (Twitter) updated 5x per week.</p> <p>TikTok updated 5x per week.</p> <p>Website updated upon request from teachers and staff and as needed by the marketing coordinator.</p>	<p>Newsletters - no change</p> <p>Instagram &amp; Facebook - increase by 2x per week</p> <p>X (Twitter) - no change</p> <p>TikTok - no change</p> <p>Website - no change</p>
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## Goal Analysis for [LCAP Year]

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

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

Goal 3, Action 1 (Collaboration with Parent Groups & all ECR Families ): The tech department has not created video tutorials on how to sign up and navigate Aeries and Canvas and posted on the school website. No reason was provided as to why they could not do this. Parents have been invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input via the weekly newsletter and other online communications. Hosted Open House for incoming families to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships. A variety of parent groups, like RISE, Padres Latinos, and Royal Families, meet monthly.

Goal 3, Action 2 (Attendance Notifications): Using messagebird and Covantia, messages are automatically sent to parents when students are scanned in late by campus security officers. Parents are notified of absences at the end of each day.

Goal 3, Action 3 (Home-School Communication): Newsletters sent 1x per week. Updated upon request from teachers and staff.

Goal 3, Action 4 (Marketing Initiatives): We do not have any known marketing firm partnerships. Marketing Coordinator posts as requested by faculty and staff.

Goal 3, Action 5 (Family Center): Planning to remodel an office, including incorporating the necessary technology, to establish a Family Center in summer of 2025, using anti bias grant funds.

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

Mr. Delgado?

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

Efforts are made to include families in meetings and events, though some are poorly attended. One of our most successful family events is our Open House event for incoming families. Additionally, parents enjoy coming to events to celebrate student achievement, such as senior awards, graduation, and a variety of shows and concerts. Marketing coordinator makes frequent posts, using items that have been requested and sent, but does not create new content or credit student photographers. Despite marketing efforts, enrollment is projected to decline.

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

Goal 3, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Collaboration with Parent Groups & all ECR Families	<p>Collaboration with parents through:</p> <ul style="list-style-type: none"> <li>• Host more family night events and collaborative opportunities to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships.</li> <li>• Parents are invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input</li> <li>• A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly</li> <li>• Provide informational videos and content (including potential costs, dates, expectations, timelines) to parents at the beginning of the year during Welcome Week, on the ECR website, in newsletters regarding Activities and Events as well as Graduation for transparency</li> </ul>	[\$ 0.00]	[Yes/No]
2	Attendance Notifications	<p>Easy access to attendance updates through:</p> <ul style="list-style-type: none"> <li>• Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff</li> <li>• Creating a system for notifying parents and guardians of chronic absenteeism</li> <li>• Streamlined attendance notifications and protocols for absenteeism</li> <li>• Creating an automated notification system that sends an email and text message to parents when a student has missed 5 days of school (full or partial days)</li> </ul>	[\$ 26,735 (Covantia), \$500 (messagebird)]	[Yes/No]
3	Home-School Communication	<p>Increase home-school communication by:</p> <ul style="list-style-type: none"> <li>• Contracting with Aeries for a student information system and Canvas for a learning management system</li> <li>• Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation</li> <li>• Create video tutorials on how to sign up and navigate Aeries and Canvas and post on the school website</li> </ul>	[\$ 34,840 (canvas, \$26,822 (aeries))]	[Yes/No]

4	Marketing Initiatives	Fund a Marketing Coordinator to maintain: <ul style="list-style-type: none"> <li>Marketing firm partnerships, social media campaigns, search engine optimization, weekly newsletter, website, and print media</li> </ul>	[\$ 120,587] (marketing position sal + benefits)  \$214,000 (marketing campaign budget)	[Yes/No]
5	Welcome/Family Center	Remodel an office, including incorporating the necessary technology, to establish a Family Center to: <ul style="list-style-type: none"> <li>Create a safe and welcoming space for families to get information and provide input</li> <li>Learn how to join parent groups, gather resources, make connections, and get involved in their student's education</li> <li>Get support in joining or navigating Aeries and/or Canvas or make appointments with school personnel</li> </ul>		

## Goal 4

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

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	SY 22-23: 92.87%	SY 23-24: 92.86%	SY 24-25: 91.75%	95%	-1.12%
2	Chronic Absenteeism Rate	SY 22-23: 21.7%	SY 23-24: 22.0%	SY 24-25: 26.5%	16.7%	+4.8%
3	% of students with tardiness to periods 2-6	SY 22-23: Period 2: 45% Period 3: 44.4% Period 4: 36.8% Period 5: 40.6% Period 6: 30.1%	SY 23-24: Period 2: 45% Period 3: 39% Period 4: 30% Period 5: 32% Period 6: 25%	SY 24-25: Period 2: 43% Period 3: 35% Period 4: 30% Period 5: 33% Period 6: 23%	Period 2: 20% Period 3: 15% Period 4: 15% Period 5: 15% Period 6: 15%	Period 2: -2% Period 3: -9.4% Period 4: -6.8% Period 5: -7.6% Period 6: -7.1%
4	Dropout Rate	SY 22-23: 4.6%	SY 23-24: 3.4%	SY 24-25: 2.1%	5% or less	-2.5%
5	Expulsion Rate	SY 22-23: 0%	SY 23-24: 0%	SY 24-25: 0%	0%	No Change (Maintained 0%)
6	Suspension Rate	SY 22-23: 1.7%	SY 23-24: 1.2%	SY 24-25: 0.69%	1% or Below	-1.01%
7	Score on the Facilities Inspection Tool (FIT)	January 23-24 Overall Score: Exemplary	January 24-25 Overall Score: Exemplary	January 24-25 Overall Score: Exemplary	Exemplary	No Change (Maintained Exemplary)
8	% of School Employees who Complete Required Compliance Trainings by Due Date	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 100%	100%	No Change (Maintained 100%)

## Goal Analysis for [LCAP Year]

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

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

The following adjustments were made to actions within goal 4:

Goal 4, Action 1 (Maintain 4 school-based therapists): SY 23-24 ECR had 4 therapists; SY 24-25 ECR had 3 therapists; SY 25-26 ECR had 1 therapist due to budgeting concerns. Though there were challenges with the cuts to therapists and counselors, expressed by both staff and students, the therapists and counselors collaborated and maintained groups, the Wellness Center, outreach, and classroom lessons to support student mental health and wellness.

Goal 4, Action 2 (Onboard and maintain a pupil services and attendance (PSA) counselor): A PSA counselor was never hired. In order to fund the position, a grant was applied for; however, ECR was not awarded the grant. Due to budget constraints, the position will not be added. Many stakeholders at the school continue to advocate for the position in SSC, ILT, committee meetings, etc. Without a dedicated and experienced attendance counselor and effective attendance systems, our attendance data reflects a need for attention, which will be an area of focus in our next LCAP. Currently, all school personnel do make efforts to support student attendance by maintaining a positive school climate, monitoring student attendance, and communicating with students and families regarding needs. However, there is a strong need for systemic procedures for attendance.

Goal 4, Action 3 (Maintain clean and safe facilities that are in good repair and well serviced): Through SY 24-25, actions were maintained as described and ECR had an ample security team. Currently, in Spring of 2026, we are down to 10 CSO (XX cut) and looking at alternatives for supervision. Counselors are currently being asked to take on supervision. ECR maintains a police officer and ample custodial staff and continues compliance training and PDs to ensure the safety and well being of the ECR community.

Goal 4, Action 4 (Continue to provide full-time school nurse, athletic trainer, and LVN): The school nurse retired in August of 2023 and a replacement was immediately hired but left in February 2024. Though the position remains open, is it unfilled. The retired school nurse comes a few times a week to support the LVN.

Goal 4, Action 4 (Implement multi-tiered systems of support): A PBIS coordinator was added in SY 24-25, allowing for more consistent communication and clearer explanation of expectations; PBIS developed significantly in this year, as the coordinator had a period out of the classroom. In SY 25-26, the coordinator did not have a period out of the classroom due to reduction of teachers. This change made it very difficult to progress and there was less movement in terms of PD, school-wide systems, tier two interventions, classroom supports and observations, etc. The PBIS team attends four yearly trainings with LACOE, following a train-the-trainer model, through which they develop PD to deliver at the school. ECR maintained two deans, who are an integral part of the PBIS team. The Wellness Center is well maintained and full of items for student use. ECR is proud to provide students TAP cards, removing potential transportation barriers. Additionally, the Shoup Campus is a valued resource for students who need an independent study option.

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

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

The school’s collaborative effort and focus on MTSS has contributed to a decrease in student tardy behavior, though more consistent implementation of tardy sweeps and protocols must be implemented. Additionally, dropout rate, expulsion rate, and suspension rate remain low. Through PD, clarity was given on systems of referral and support was provided through scenarios and discussion. Many educators engage in a variety of tier one intervention and PBIS strategies (i.e., threshold, 5:1, re-do, praise, reinforcement) to support their students. Our school-wide reinforcement system, Royal Rewards, was introduced in SY 24-25, and students can earn rewards for engaging and improving in our school-wide behavior expectations. A campus beautification initiative, Camino Cares, was also implemented; this initiative takes place during lunch and is led each week by a different team or club and the advisor to help clean the lunch area. Overall, many increases in positive school culture were observed and systems were refined for referrals interventions. However, there has not yet been a positive increase in student attendance rate nor has there been a decrease in chronic absenteeism; attendance issues have grown to stand out as a focus area. Intentional focus moving forward will be devoted to systems for attendance intervention.

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

Goal 4, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a school-based therapists	School-based therapists support the mental health and well-being of all students by: <ul style="list-style-type: none"> <li>• Providing individual and group counseling to students</li> <li>• Offering professional development to staff</li> <li>• Managing the Wellness Center and Peer Counselor Program</li> <li>• Providing classroom lessons on issues that impact mental health</li> </ul>	[\$ 380,000 (sage therapists)]	[Yes/No]

2	Onboard and maintain a pupil services and attendance (PSA) counselor	<p>A dedicated PSA counselor will address barriers to attendance and engagement faced by our students. Responsibilities will include:</p> <ul style="list-style-type: none"> <li>● Conducting home visits</li> <li>● Meeting with students and families to identify underlying issues impacting attendance, and providing individualized support and intervention plans</li> <li>● Provide individual and group counseling to students regarding issues that impact attendance, including home life, time management, study skills, and stress management</li> <li>● Collaborating closely with teachers, counselors, deans, administrators, and community resources to implement effective strategies for improving attendance rates and reducing truancy</li> <li>● Connecting students and families with community resources and support services</li> <li>● Seeking and attending ongoing trainings and professional development opportunities to stay updating on best practices</li> </ul>	\$105,375 (average counselor salary + benefits A-G success)	[Yes/No]
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<p>3</p>	<p>Maintain clean and safe facilities that are in good repair and well serviced</p>	<p>Ensure clean, safe facilities that are in good repair by:</p> <ul style="list-style-type: none"> <li>• Adequate staffing of clerical staff to maintain and run all offices</li> <li>• Ordering new functional classroom furniture and materials to support all student learning</li> <li>• Providing active and effective supervision of all students throughout the school day with sufficient staffing of a security team</li> <li>• All employees completing compliance trainings for best practices of safe schools, including childhood sexual assault prevention, making schools safe and inclusive for LGBTQ+ students, mandated reporter for child abuse and neglect, sexual harassment prevention, youth suicide awareness, prevention, and postvention, students experiencing homelessness awareness and understanding, and bloodborne pathogen exposure prevention</li> <li>• Professional development and trainings on lockdown and active shooter procedures</li> <li>• Maintain clean and safe facilities to support student safety and positive behavior by adequately staffing security officers, custodial staff, and partnering with LAUSD Police Department to maintain a school police officer</li> </ul>	<p>[\$1,500,000 Capital projects/remodels. \$183,936 (LAUSD School Police)] \$1,517,031 (B&amp;G Salaries + Benefits) \$8,100 (vector training) \$388,178 (campus aides salaries + benefits) \$650,000 (Campus security - allied) \$400,000 (operations supplies) \$934,000 (utilities) \$450,000 (repairs) \$1,643,478 (clerical staff) classroom furniture (\$150,000)</p>	<p>[Yes/No]</p>
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4	Continue to provide full-time school nurse, athletic trainer, and LVN	<p>Continue to provide full-time school nurse, athletic trainer, and LVN to attend to physical health needs of students including:</p> <ul style="list-style-type: none"> <li>● Administration of physician approved medications</li> <li>● Providing first aid and emergency care to students who become injured or ill during school hours</li> <li>● Providing health education to students on a variety of topics such as hygiene, nutrition, exercise, etc.</li> <li>● Seeking and attending professional development activities to stay current with best practices in school nursing, healthcare trends, and relevant legislation</li> <li>● Providing professional development to staff on health issues and caring for students with certain health issues and in emergency situations</li> <li>● Referrals for glasses, hearing and other health needs</li> <li>● Maintaining accurate and confidential health records of students</li> </ul>	<p>\$136,962 (nurse salary + benefits)</p> <p>\$98,495 (Athletic trainer salary + benefits)</p>	
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<p>5</p>	<p>Implement multi-tiered systems of support</p>	<p>Continue implementation of Multi-Tiered System of Supports (MTSS), including implementing PBIS, by:</p> <ul style="list-style-type: none"> <li>• Staffing a PBIS coordinator</li> <li>• Financing a contract for PBIS trainings (e.g, LACOE or another organization)</li> <li>• Providing coverage for the PBIS team for training days and compensation for monthly after school and summer meetings</li> <li>• Providing field trips, speakers, and outreach activities, including transportation, to increase student engagement</li> <li>• Providing Incentives for PBIS program to promote positive student behavior</li> <li>• Creating and maintaining a summer transition program for incoming 9th grade students to help with early identification of academic and social-emotional needs to provide appropriate intervention (repeated expenditure)</li> <li>• Supporting the Wellness Center by purchasing items to create a safe, calming, and inclusive space</li> <li>• Supporting the Wellness Center by purchasing items for student use (i.e., games, art supplies, fidgets, sand trays, etc.)</li> <li>• Staffing at least two school deans (certificated staff) to support positive student behavior</li> <li>• Continued development of systems for behavior, support, and intervention</li> <li>• Partnering with Metro to provide a TAP card that will be free of charge to each student</li> <li>• Funding the Shoup Campus, for students who need an alternative form of education through independent study</li> <li>• Adequately fund the cafeteria, food &amp; Wellness program, and cafeteria staff to promote good nutrition and improve health and learning</li> <li>• Build a partnership with West Valley Occupational Center (WVOC) to help inform students of career pathways and opportunities for those who need alternative methods of meeting requirements</li> </ul>	<p>\$250,000 (Field trips)</p> <p>\$959,051 (chartwells contract)</p> <p>\$15,000 Reg/PD Rate</p> <p><b>\$40,000</b> (speakers)</p> <p>\$298,311 (Deans Salaries + benefits)</p> <p>\$484,728 (indep. studies teachers salaries + benefits)</p> <p>\$4,500 (PBIS training)</p>	
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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

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

### Required Percentage to Increase or Improve Services for the LCAP Year

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

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1; Action 1</p>	<p>Unduplicated Students often need targeted intervention and support due to a variety of life circumstances, barriers, and a lack of resources.</p>	<p>Providing tailored support to unduplicated students, including Study Skills classes with in-class tutoring, after school tutoring for academic content areas, teacher’s assistants and paraprofessionals, staffing an intervention team, staffing an unhoused and foster student liaison , and providing out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators, will ensure that all students have access to the help and support they need for academic success.</p>	<ul style="list-style-type: none"> <li>● % Students Scoring Met or Exceeded on Math SBAC (all and subgroups)</li> <li>● % Students Scoring Met or Exceeded on ELA SBAC all and subgroups)</li> <li>● A-G completion rate (all and subgroups)</li> <li>● % of students who graduate with a 2.0 or above (all and subgroups)</li> </ul>
<p>Goal 1; Action 4</p>	<p>Students can benefit from teachers evaluating data from MAP and CASSP to review how unduplicated students are progressing academically. This data can help with class placement and intervention for these students.</p>	<p>Diagnostic tools, such as NWEA, are helpful to our unduplicated students to monitor their academic progress. This can be accomplished by purchasing assessment and testing contracts, staffing a testing coordinator, and offering professional development to educators on administering exams, analyzing data, and differentiating instruction.</p>	<ul style="list-style-type: none"> <li>● % Students Scoring Met or Exceeded on Math SBAC</li> <li>● % Students Scoring Met or Exceeded on ELA SBAC</li> </ul>
<p>Goal 2; Action 2</p>	<p>Targeted interventions are designed with unduplicated students in mind but can benefit other students as well. Unduplicated students may need more support due to unstable situations, language barriers, or unfamiliarity with requirements.</p>	<p>Supports that may be especially helpful to our unduplicated students to increase A-G completion and AP pass rate are access to intervention counselors, tutoring, para-professionals, and study skill classes.</p>	<ul style="list-style-type: none"> <li>● A-G Completion Rate</li> <li>● % of students enrolled in AP classes</li> <li>● AP pass rate: % of students who score a 3 or better on AP exam</li> </ul>

<p>Goal 2; Action 3</p>	<p>Provide Professional Development for our teachers to provide tools and resources to support our unduplicated students. Teachers can implement learned strategies with their ELL students in the classroom.</p>	<p>Professional Development specifically targeted to impact our, Foster, Unduplicated and EL students will help these students by providing teachers with strategies they can use to teach lessons geared towards the population. Specific strategies include but are not limited to evidence based research describing the diverse learning needs of students.</p>	<ul style="list-style-type: none"> <li>● Number of Professional Development Trainings for teachers focused on closing the achievement gap</li> </ul>
<p>Goal 2; Action 4</p>	<p>Unduplicated students need a variety of counseling services to achieve college and career readiness. These students may face a variety of challenges outside of school or lack certain resources.</p>	<p>School counselors are necessary for all students but keep vulnerable populations at the forefront of their minds when planning interventions or providing services. For example, there are extended hours offered and groups tailored to specific student populations. Counselors meet one-on-one with each student to review individualized graduation plans and to discuss post-secondary plans. These meetings allow counselors to ensure equitable enrollment in honors, AP, and CTE pathways pathways.</p>	<ul style="list-style-type: none"> <li>● A-G Completion Rate</li> <li>● % of students enrolled in AP classes</li> <li>● AP pass rate: % of students who score a 3 or better on AP exam</li> </ul>
<p>Goal 2; Action 5</p>	<p>Targeting College and Career Counseling for our unduplicated students helps our students</p>	<p>Unduplicated students benefit from college and career counseling in order to gain more knowledge and resources surrounding the college application process. Through workshops and, evening events and one on one counseling Students can learn more about options after high school.</p>	<ul style="list-style-type: none"> <li>● % prepared college and career indicator based on CA dashboard</li> </ul>

<p>Goal 2; Action 7</p>	<p>ECR Summer School programs can provide students opportunities to make up classes, and be A-G ready.</p>	<p>Summer school offers opportunities for both credit recovery and enrichment. Our summer schedule offers remedial classes through which students can make up “D” and “F” grades. Enrichment is offered to provide space in Fall schedules for more rigorous coursework. In addition to credit recovery and enrichment, our summer school hosts a transitional and bridge program for all incoming freshmen. The transitional program provides 9th graders with assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimates them to the high school environment and school expectations (new in summer 2024) The summer Bridge program offers support in ELA and Math, as well as AP Bridge classes.</p>	<ul style="list-style-type: none"> <li>● A-G completion rate (all and subgroups)</li> </ul>
<p>Goal 3; Action 1</p>	<p>All unduplicated students benefit from an increase in school to home communications as research indicates that students improve academically and socially when parents are involved.</p>	<p>Increasing collaboration with parents through family night events, School Site Council, LCAP, PAC, and parent groups will support all families, but will specifically address the needs of unduplicated students by providing multiple opportunities for parents to become more involved with school business and activities.</p>	<ul style="list-style-type: none"> <li>● Number parents/guardians actively attending parent group meetings</li> </ul>
<p>Goal 3; Action 2</p>	<p>Our data indicates that unduplicated students' attendance is low and leads to poor academic performance.</p>	<p>Providing easy access to attendance updates through text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff will support all families, but will specifically address the needs of unduplicated students by ensuring parents and guardians are notified of chronic absenteeism in different ways.</p>	<ul style="list-style-type: none"> <li>● Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.</li> <li>● Number of newsletters, social media posts, and website updates per month.</li> </ul>

<p>Goal 3; Action 3</p>	<p>Parents of unduplicated students often need support in utilizing school provided systems for attendance clearing and instructional communication such as Aeries and Canvas.</p>	<p>Increasing communication between the school and the home will support all families, but will specifically address the needs of unduplicated students by ensuring families are notified of students' attendance, assignments, grades, school events, and activities, while also providing avenues for two way communication between the school and the home.</p>	<ul style="list-style-type: none"> <li>● Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.</li> <li>● Number of newsletters, social media posts, and website updates per month.</li> </ul>
<p>Goal 3; Action 5</p>	<p>Easy access and a welcoming space for families of unduplicated students to learn and obtain resources creates a transparent environment where they feel safe.</p>	<p>Establishing a Family Center will support all families but will specifically address the needs of unduplicated students by offering a dedicated and safe place for guidance. Often families of unduplicated students need more direct assistance when obtaining resources. Having a designating location for families will allow a higher level of comfort when seeking support.</p>	<ul style="list-style-type: none"> <li>● Number parents/guardians actively attending parent group meetings</li> <li>● Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.</li> </ul>
<p>Goal 4; Action 2</p>	<p>Though attendance has been identified as a need in our school, there are specific needs for our unduplicated students. Many of these students have unique barriers such as language, home, family, and economic difficulties.</p>	<p>Onboarding a PSA counselor allocate dedicated attention for attendance from a trained professional who can devote time to create individualized student support plans. A PSA counselor conducts family visits, meets with students and families to identify underlying issues impacting attendance, and provides individualized support to keep students in school.</p>	<ul style="list-style-type: none"> <li>● Attendance Rate</li> <li>● Chronic Absenteeism Rate</li> <li>● Dropout Rate</li> </ul>

<p>Goal 4; Action 5</p>	<p>All students, including our unduplicated students, benefit from implementation of multi-tiered systems of support. Many of the supports listed in this section are tier one interventions, which are universal and provide benefit to all students. Tier 1 interventions are effective for about 80% of students and more targeted and intensive interventions are described in other sections. Unduplicated students often have several life factors that create unstable socio-emotional situations and it is a priority at ECRCHS to provide a safe and welcoming school environment.</p>	<p>Creating an equitable, positive, and safe learning environment is accomplished through multi-tiered systems of support. To tend to basic necessities of nutrition and transportation, students are offered two free meals per day and free transportation (a prepaid metro card). A welcoming environment is established through PBIS, through which school-wide behavioral expectations are set and educators are encouraged to reinforce positive behavior. Established routines and clear and consistent expectations promote equity.</p>	<ul style="list-style-type: none"> <li>● Attendance Rate</li> <li>● Chronic Absenteeism Rate</li> <li>● % of students with tardiness to periods 2-6</li> <li>● Dropout Rate</li> <li>● Expulsion Rate</li> <li>● Suspension Rate</li> </ul>
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### Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1; Action 1	Targeted interventions are needed for unhoused and foster youth, as they typically have less resources and support.	Unhoused and foster youth students are provided with a foster and unhoused youth coordinator to provide academic and wellness monitoring.	<ul style="list-style-type: none"> <li>● Graduation Rate</li> </ul>
Goal 1; Action 2	Student achievement data reflects a need to provide additional support for our EL population to provide instructional support and interventions. EL students may not only struggle with the language and various life circumstances, but may lack support at home, as family members may also struggle to provide assistance due to the language barrier.	EL students are provided with an EL coordinator who manages testing, reclassification, programming, and interventions for our EL population.	<ul style="list-style-type: none"> <li>● Reclassification Rate</li> <li>● % Students Scoring Met or Exceeded on ELA SBAC</li> <li>● % Students Scoring Met or Exceeded on Math SBAC</li> </ul>
Goal 1; Action 3	Unduplicated students have various learning needs that require tailored and differentiated instruction.	Specific professional development will be geared towards instructional strategies designed to support EL students.	<ul style="list-style-type: none"> <li>● Reclassification Rate</li> <li>● % Students Scoring Met or Exceeded on ELA SBAC</li> <li>● % Students Scoring Met or Exceeded on Math SBAC</li> </ul>

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

[Provide description here]

### **Additional Concentration Grant Funding**

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

N/A

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

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

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

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

### *Reflections: Annual Performance*

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

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

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

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

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

### ***Reflections: Technical Assistance***

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

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

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

### ***Comprehensive Support and Improvement***

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

#### **Schools Identified**

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

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

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

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

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

### **Monitoring and Evaluating Effectiveness**

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

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

## Engaging Educational Partners

### Purpose

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

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

### Requirements

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

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

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

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

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

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

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

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

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

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

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

***Complete the table as follows:***

**Educational Partners**

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

**Process for Engagement**

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### ***Focus Goal(s)***

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

#### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## **Broad Goal**

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### ***Maintenance of Progress Goal***

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### ***Measuring and Reporting Results:***

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

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

**Target for Year 3 Outcome**

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

**Action #**

- Enter the action number.

**Title**

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

**Description**

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

**Total Funds**

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

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

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

## Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

## LEA-wide and Schoolwide Actions

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

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

### ***For School Districts Only***

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

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

## **Requirements and Instructions**

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

### ***Additional Concentration Grant Funding***

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

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

Provide the following descriptions, as applicable to the LEA:

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

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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

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

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

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

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

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