El Camino Real Charter High School

Regular Board Meeting

6-25-2026 Regular Board Meeting

Date and Time

Thursday June 25, 2026 at 5:30 PM PDT

Location

El Camino Real Charter High School - Anderson Hall

5440 Valley Circle Woodland Hills CA 91367

15892 Standish Lane, Huntington Beach, CA 92647

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

REGULAR BOARD MEETING

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

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

PUBLIC COMMENTS

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

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

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

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

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	Opening Items			
A.	Call the Meeting to Order		Brad Wright	1 m
B.	Record Attendance and Guests		Vania Rodriguez	1 m
C.	Pledge of Allegiance to the United States of America (USA)		David Hussey	1 m
D.	Public Comments		Public	30 m
E.	Executive Director Update		David Hussey	10 m
F.	Chief Business Officer Update		Fernando Delgado	10 m
G.	Board Committees Update	Discuss	Brad Wright	10 m
H.	Board Chair Update	Discuss	Brad Wright	10 m
II.	**Consent**			**6:43 PM**

		Purpose	Presenter	Time
A.	Approve the Minutes of April 23, 2026 Regular Board Meeting	Approve Minutes	Brad Wright	1 m
B.	Approve Minutes of the May 14, 2026 Regular Board Meeting	Approve Minutes	Brad Wright	1 m
C.	Approve Minutes of the May 14, 2026 Campus Safety and Security (Ad Hoc) Committee Meeting	Approve Minutes	Brad Wright	1 m
D.	Approve Minutes from the May 21, 2026 Regular Board Meeting	Approve Minutes	Brad Wright	1 m
E.	Approve the May 2026 Check Registers	Vote	Fernando Delgado	1 m
F.	Approve the May 2026 Credit Card Charges	Vote	Fernando Delgado	1 m
G.	Approval of the 2025-2028 LACOE Contract for California School-Based Medi-Cal Administrative Activities Program	Vote	Fernando Delgado	1 m
H.	Approval to enter the 2026-2027 State SELPA-Approved Master Agreement for NPA/NPS for Special Education services for: Piece of Mind Care Services, EdLogical/Pointquest, Cross Country Education, and Inspire Communications	Vote	Emilie Larew	1 m
I.	Approval to enter into the 2026-2027 State SELPA-Approved NPA/NPS Master Agreement for Child and Family Guidance Center (Northpoint School) and The Help Group once rates have been finalized for the LAUSD SELPA.	Vote	Emilie Larew	1 m
J.	Approval to enter the 2026-2027 State SELPA-Approved NPA/NPS Master Agreement with revisions for Dubnoff School	Vote	Emilie Larew	1 m
K.	Approval to enter the 2026-2027State SELPA-Approved NPA/NPS Master Agreement with	Vote	Emilie Larew	1 m

		Purpose	Presenter	Time
	revisions for Academy for Advancement of Children with Autism			
L.	Approval of the 2026-2027 contract with Yellow Cab (Administrative Services Cooperative, Inc.) for transportation services for eligible students with disabilities and homeless/foster youth	Vote	Emilie Larew	1 m
M.	Approval of the renewal of ECRA Medical Insurance Policy Rates with Self-Insured Schools of California (SISC)	Vote	Fernando Delgado	1 m
N.	Approval of the 2026-2027 Instructional Materials (IMA) Budget	Vote	Fernando Delgado	1 m
O.	Approval of the 2026-2027 Marketing Budget Proposal	Vote	Fernando Delgado	1 m
P.	Approval of the 2026-2027 CharterSAFE Renewal	Vote	Fernando Delgado	1 m
Q.	Approval of the 2026-2027 Substitute Teacher Contract	Vote	Vania Rodriguez	1 m
R.	Approval of the 2026-2027 Budget	Vote	Fernando Delgado	1 m
S.	Approval of the 2026-2027 Fiscal Policies and Procedures Manual	Vote	Fernando Delgado	1 m

III. Finance — 7:02 PM

A.	May 2026 Investment Update	Discuss	Fernando Delgado	10 m
	Mr. Delgado, CBO, will present the May 2026 Investment Update.			
B.	May 2026 Financial Update	Discuss	Fernando Delgado	10 m
	Mr. Delgado, CBO will present the May 2026 Financial Update.			
C.	Discuss end of year Grant Reporting Updates	Discuss	Janneyra Verduzco	5 m
	Ms. Verduzco will present the end of year Grant Reporting Update			

IV. Governance — 7:27 PM

		Purpose	Presenter	Time
A.	Discuss Board Election for Certificated Board Position (qty 2) & Parent Board Position	Discuss	David Hussey	10 m

David Hussey, Executive Director, will lead the discussion on the board election for Certificated Board Position (qty 2) & Parent Board Position.

B.	Discussion and Vote on Proposed 2026-2027 ECRA Board Meeting Calendar	Vote	Brad Wright	5 m

Board will discuss and vote on proposed 2026-2027 ECRA Board Meeting Calendar, as follows:

Regular board meeting dates:
(Location and Time TBD)

- August 27, 2026
- September 24, 2026
- October 22, 2026
- November 26, 2026
- December 24, 2026
- January 28, 2027
- February 25, 2027
- March 25, 2027
- April 22, 2027
- May 27, 2027
- June 24, 2027

V. School Business — 7:42 PM

A.	Discuss Marketing Recap for 2025-2026	Discuss	Ricardo Covarrubias	15 m

Mr. Covarrubias will present a recap and review of Marketing efforts throughout the 2025-2026 school year.

B.	Discuss the Annual Performance-Based Charter School Division Oversight Visit Report for 2025-2026	Discuss	David Hussey	30 m

Mr. Hussey, Executive Director, will lead a discussion on the annual performance-based Charter School Division (CSD) oversight visit report for 2025-2026.

		Purpose	Presenter	Time
C.	Discuss and Vote on Collective LAUSD SELPA notification letter. 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.	Vote	David Hussey	5 m
D.	Discuss California Local Indicator Discussion and Approval needed on ECR's Local Indicators for the 2026 California Dashboard	Vote	Minita Clark	10 m
E.	Discuss and Vote on the Local Control Accountability Plan (LCAP) 2026-2027 Proposed Goals and Actions Prior to the vote, Dr. Clark, Administrative Director, and Mr. Delgado, CBO, will lead a discussion and vote to approve the 2026-2027 LCAP Proposed Goals and Actions	Vote	Minita Clark / Fernando Delgado	20 m
F.	Discussion and Vote on 2026-2027 Edlogical Contract Prior to the vote, Emlie Larew, Administrative Director, will present the 2026-2027 Edlogical Contract and answer any questions.	Vote	Emilie Larew	5 m
G.	Discussion and Vote to Contract with Inspire Communications at the given rates Prior to the vote, Emlie Larew, Administrative Director, will present the 2026-2027 Inspire Rates and answer any questions.	Vote	Emilie Larew	5 m
H.	Discussion and Vote on 2026-2027 Capital Improvements Prior to the vote, Mr. Vosogh, Director of Maintenance, Facilities & Operations, will provide an update on the 2026-2027 Capital projects and lead the discussion for the 2026-2027 Capital Improvement Budget Proposal	Vote	Mike Vosogh	15 m
I.	Discussion and Vote on the 2026-2027 Technology Budget Proposal Prior to the vote, Mr. Valencia, IS Manager, will present the 2026-2027 Technology Budget Proposal and answer any questions.	Vote	Christopher Valencia	15 m
J.	Discussion and Vote to Approve the 2026-2027 CDE Consolidated Application for Funding	Vote	Fernando Delgado	10 m

		Purpose	Presenter	Time
	Prior to the vote, Mr. Delgado, CBO, will present the 2026-2027 CDE Consolidated Application for Funding and answer any questions.			
K.	Discuss and Vote on the Declaration of Need for an annual requirement of LEAs to obtain an emergency and limited assignment permit	Vote	Vania Rodriguez	5 m
	Prior to the vote, Vania Rodriguez, Director of Human Resources, will present the Declaration of Need. This is an annual requirement for LEAs to obtain emergency and limited assignment permits.			
L.	Discuss and Vote on Instructional Continuity Plan	Vote	Dean Bennett	10 m
	Prior to the vote, Dean Bennett, Administrative Director, will be presenting the Instructional Continuity Plan and answer any questions.			
M.	Discuss and Vote to approve CalSTRS Certification (Form 0765); Required Amendments to Articles of Incorporation and Bylaws	Vote	Fernando Delgado	10 m
	Prior to the vote Mr. Delgado will present and answer any questions regarding: (1) approval of the Certificate of Amendment of Articles of Incorporation (2) adoption of the revised Article V, Section 1 of the Bylaws (3) approval and authorization for an officer to execute and submit the CalSTRS Certification (Form 0765)			
N.	Discuss and Vote on the inclusion of the Hate Speech Policy in the ECRCHS 2026-2027 Parent-Student Handbook	Vote	Audra Herrera	10 m
	Prior to the vote, Mrs. Herrera will review the Hate Speech Policy for inclusion of the 2026-2027 Parent-Student Handbook and answer any questions.			
O.	Discuss and Vote updates to the 2026-2027 Parent & Student Handbook	Vote	David Hussey	30 m
	Prior to vote Mr. Hussey, Executive Director, will present and answer any questions regarding updates to the 2026-2027 Parent & Student Handbook: (1) Graduation Requirements - Ethnic Studies, Personal Finance, & 3 years of Math (2) Attendance Policy - Addressing chronic absenteeism initiatives and supports			

		Purpose	Presenter	Time
VI.	**Closed Session**			**10:57 PM**
A.	Public Employee Discipline/Dismissal/Release (§54957)	Discuss	David Hussey	5 m
	Public Employee Discipline/Dismissal/Release Pursuant to Paragraph (1) of subdivision (B) of Government Code Section 54957			
B.	Public Employee Performance Evaluation	Discuss	Brad Wright	10 m
	Title: Executive Director			
C.	Public Employee Performance Evaluation	Discuss	Brad Wright	10 m
	Title: Chief Business Officer			
D.	Public Employment	Discuss	Brad Wright	15 m
	Title: Chief Business Officer			
VII.	**Reconvene to Open Session**			**11:37 PM**
A.	Report on Actions Taken in Closed Session, If Any	Discuss	Board Chair	5 m
B.	Possible Board Approval of Resolution Regarding Executive Compensation for Chief Business Officer	Vote	Brad Wright	5 m
	ACTION ITEM: motion to approve Resolution Regarding Executive Compensation for Chief Business Officer			
C.	Possible Board Approval of Employment Agreement for Chief Business Officer	Vote	Brad Wright	5 m
	Report of salary, salary schedule, or compensation paid as fringe benefits to Chief Business Officer 1. Salary 2. Health Benefits 3. Bonuses 4. Life Insurance 5. Stipends / Allowances 6. Differentials			

		Purpose	Presenter	Time
VIII.	**Closing Items**			**11:52 PM**
A.	Adjourn Meeting	Vote	Board Chair	1 m

Coversheet

Chief Business Officer Update

Section: I. Opening Items
Item: F. Chief Business Officer Update
Purpose: FYI
Submitted by:
Related Material: ECRCHS_Enrollment_ADA_Executive_Summary.pptx

EXECUTIVE SUMMARY

Enrollment & Attendance

Board Meeting • June 25, 2026, 5:30 PM

2,846

Total 2025–26 Enrollment

93.26%

2025–26 ADA Rate

+1.51 pts

ADA Rate Improvement

El Camino Real Charter High School

Where We Stand: 2025–26 vs. 2024–25

Enrollment is down, but the students we serve are attending more reliably.

Total Enrollment

2024–25: **2,994**

2025–26: **2,846**

-148 students (-4.9%)

Average Daily Attendance (ADA)

2024–25: **2,748**

2025–26: **2,654**

-94 students (-3.4%)

ADA Rate

2024–25: **91.75%**

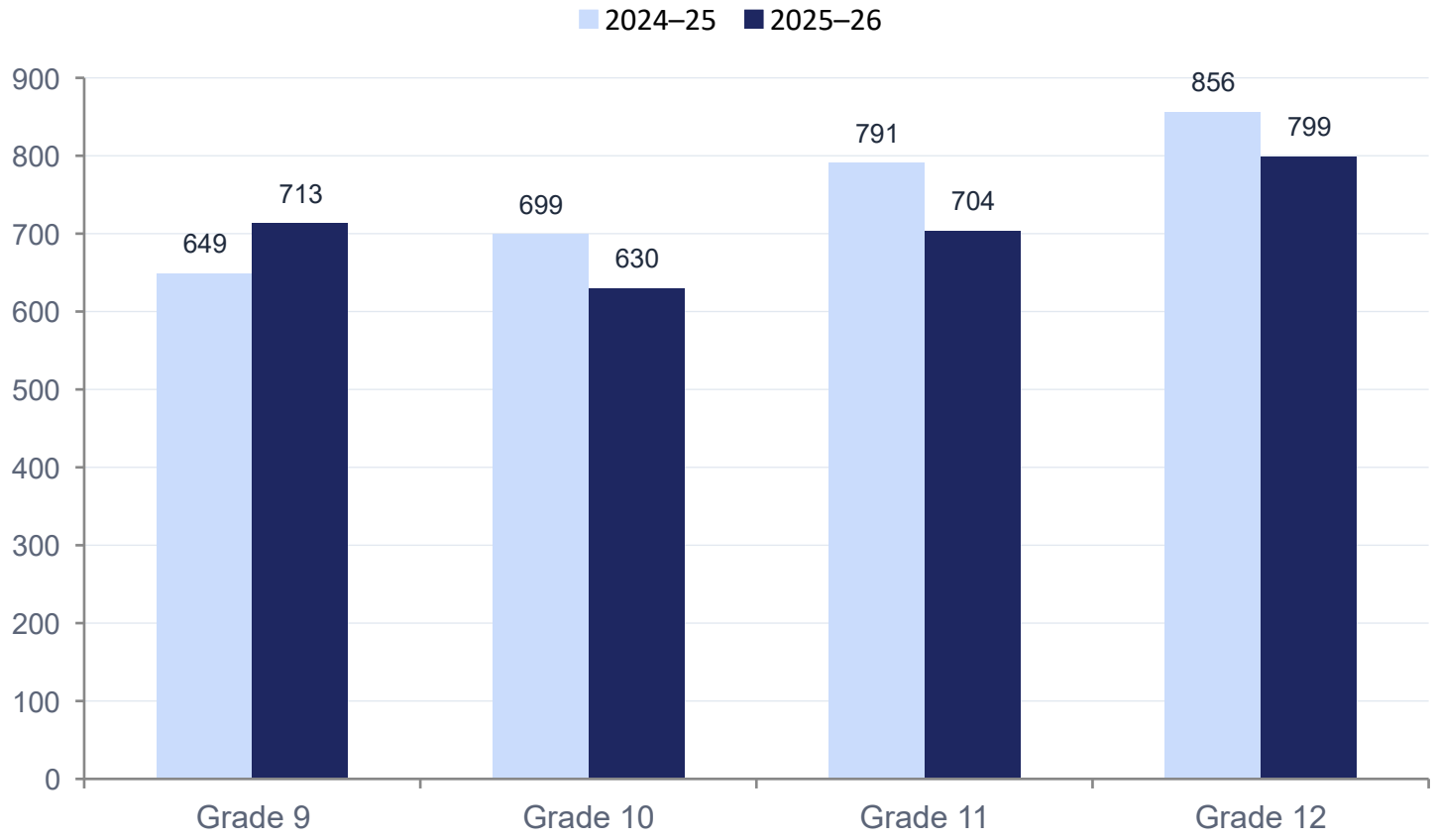
2025–26: **93.26%**

+1.51 points

Bottom line: 148 fewer students enrolled, but the students enrolled are attending more consistently — ADA rate gains help offset the funding impact of the enrollment decline.

Enrollment by Grade Level

Grade 9 grew; grades 10–12 declined, driving the net enrollment decrease.

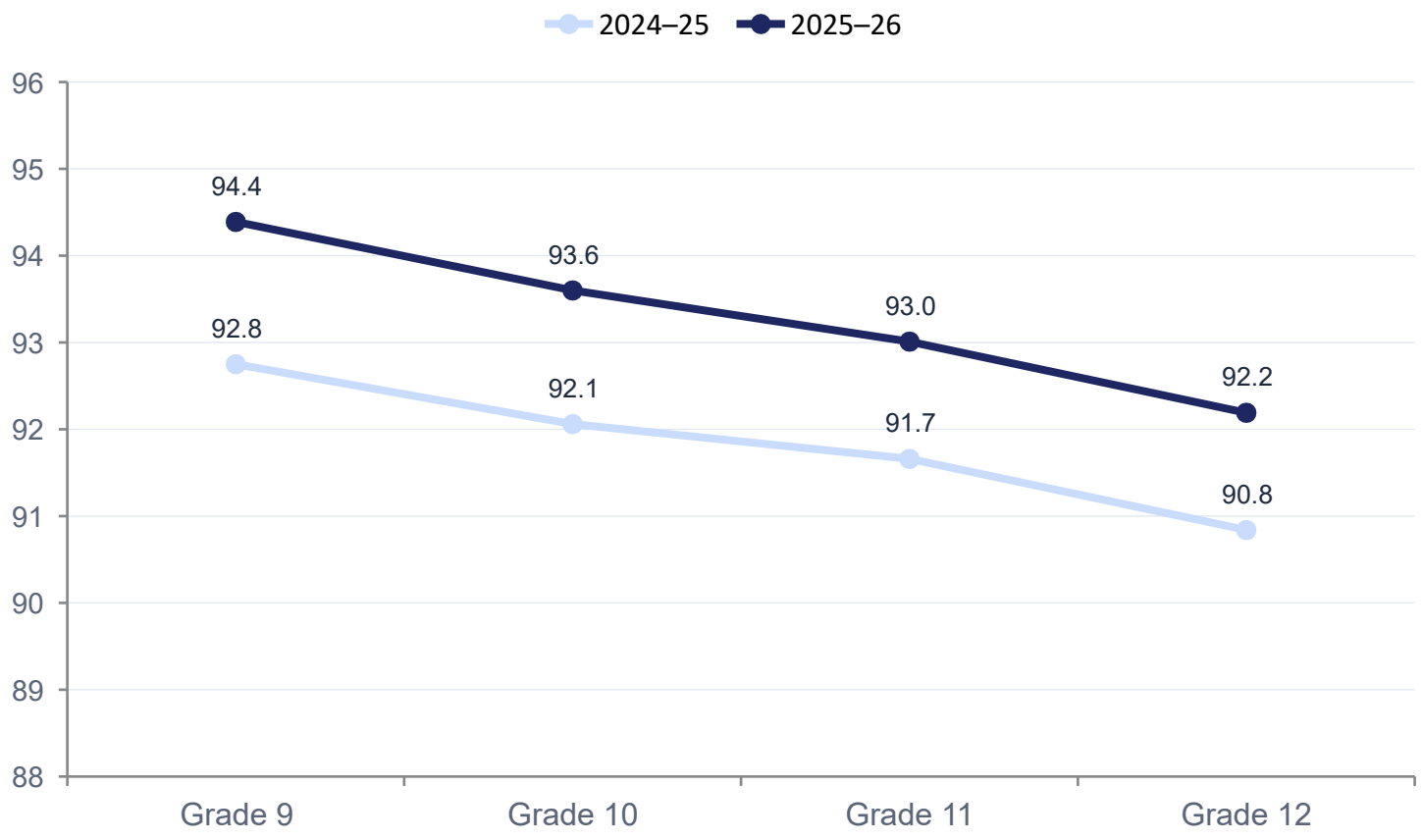


Year-over-Year Change

Grade 9	+64 +9.9%
Grade 10	-69 -9.9%
Grade 11	-87 -11.0%
Grade 12	-57 -6.7%

ADA Rate by Grade Level

Every grade level improved its attendance rate year-over-year.



Year-over-Year Change

Grade 9	+1.64 pts
Grade 10	+1.54 pts
Grade 11	+1.35 pts
Grade 12	+1.35 pts

Detailed Data by Grade

Grade	Enroll. 24–25	Enroll. 25–26	ADA 24–25	ADA 25–26	ADA % 24–25	ADA % 25–26
9	649	713	602	673	92.75%	94.39%
10	699	630	643	590	92.06%	93.60%
11	791	704	725	655	91.66%	93.01%
12	856	799	777	736	90.84%	92.19%
TOTAL	**2994**	**2846**	**2748**	**2654**	**91.75%**	**93.26%**

ADA % = Average Daily Attendance ÷ Enrollment. This figure is the basis for state apportionment funding, so attendance-rate gains directly support per-pupil revenue even as headcount declines.

Key Takeaways

1

Enrollment declined 4.9% year-over-year

Driven primarily by upper grades (10–12); Grade 9 grew 9.9%, a positive signal for the incoming pipeline.

2

ADA rate improved across every grade level

Overall ADA rate rose 1.51 points, from 91.75% to 93.26% — the strongest attendance performance in recent years.

3

Funding implication

Because state apportionment is tied to ADA, the higher attendance rate partially offsets the impact of lower enrollment on per-pupil funding.

Coversheet

Approve the Minutes of April 23, 2026 Regular Board Meeting

Section:	II. Consent
Item:	A. Approve the Minutes of April 23, 2026 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on April 23, 2026

APPROVED

El Camino Real Charter High School

Minutes

Regular Board Meeting

4-23-2026 Regular Board Meeting

Date and Time
Thursday April 23, 2026 at 5:30 PM

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Directors Present
Brad Wright, Joe Kolkowitz, Linda Ibach, Steven Kofahl

Directors Absent
Alexandra Ramirez, Norris Gunby, Ronald Laws

Guests Present
David Hussey, Fernando Delgado, Vania Rodriguez

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 23, 2026 at 5:30 PM.

B. Record Attendance and Guests

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

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

D. Public Comments

No public comments

E. Executive Director Update

Presenter: David Hussey

- Executive Director David Hussey thanked students, families, teachers, and staff for their efforts during the start of state testing.
- The school began administering the SBAC (Smarter Balanced Assessment Consortium) assessments for:
    - English Language Arts (ELA)
    - Mathematics
- The school successfully met the state-required 95% student participation threshold for math testing.
- ELA testing participation was at 93%, with remaining make-up tests still being completed.
- Juniors also completed the CAST (California Science Test), which measures performance under the Next Generation Science Standards.
- CAST participation rates reached approximately 90%.
- Special recognition was given to the testing team for coordinating testing efforts and ensuring student participation so scores would count toward state accountability measures.

Facilities and Campus Updates

- Construction on the front marquee has been ongoing for an extended period.
- Final approvals were recently received, allowing the project to move forward toward completion.
- The new marquee is expected to be completed between May 4 and May 15.
- The school plans to have the marquee fully operational by May 18 in preparation for graduation activities.

HVAC System Project

- The HVAC contractor received approval from Los Angeles Unified School District to proceed with work.
- Construction and excavation activities related to the HVAC installation are currently underway.
- If construction is not fully completed before graduation:
    - Steel plates will be placed over excavation pits for safety.

- Temporary fencing will be removed to improve campus appearance during graduation events.

Graduation and Upcoming Events

- Graduation is scheduled for June 4.
- Additional details regarding:
  - Senior Wars Night
  - Graduation logistics and activities

  will be presented during the May board meeting.

F. Chief Business Officer Update

Enrollment Initiatives

- The administration is making a significant push to increase enrollment efforts for incoming students and families.
- Enrollment campaigns are focused on encouraging parents to complete registration and sign-up processes as early as possible.
- Early enrollment data is important for:
  - Improving forecasting models
  - Planning staffing and resources
  - Informing budgeting assumptions for the upcoming school year
- Leadership emphasized that obtaining accurate enrollment numbers early helps the school make more informed operational and financial decisions.

Teacher Laptop Rollout

- An update was provided regarding the teacher laptop initiative previously approved by the Board approximately two months earlier.
- The school expects to begin distributing the new teacher laptops during the following week.
- The rollout is intended to:
  - Improve staff technology resources
  - Support instructional effectiveness
  - Enhance operational efficiency for teachers and staff

Technology Integration and Digital Systems

- The school is implementing a National Bank Connector system designed to integrate multiple operational systems into a more seamless process.
- The new connector system will:
  - Improve communication between financial and operational platforms
  - Streamline workflows
  - Create a stronger digital footprint for school processes
  - Increase efficiency in administrative operations

- Leadership noted that the integration is part of a broader effort to modernize school systems and reduce manual processes.

Time and Attendance System Improvements

- The administration is also incorporating updates into the school's time and attendance system.
- The upgraded system is expected to:
  - Automate several administrative tasks
  - Reduce time-consuming manual work
  - Improve operational efficiency
  - Save significant staff hours previously spent on processing tasks
- Leadership emphasized that the technology upgrades are intended to make internal processes more efficient and scalable moving forward.

G. Board Chair Update

Presenter: Brad Wright

- Board members were invited to share any updates, comments, or topics regarding the schools.
- A discussion took place regarding team-related items and whether students receive them automatically or need to purchase them individually.

It was clarified that:

- Most participants are responsible for purchasing their own items.
- Teams may coordinate group orders together.
- Students can work with their team to place orders collectively while still paying individually.

Additional clarification was provided regarding patches/badges:

- Coaches retain possession of the patches or badges during the season.
- The patches are not immediately distributed to students.
- Coaches award the patches to students after they successfully complete the full season or required participation.
- Eric was welcomed back to the meeting. David, identified as Eric's brother, was also welcomed and acknowledged during the meeting.
- Special recognition and appreciation were given to Joyce Gunby for her leadership and contributions.

The board chair highlighted that Joyce Gunby:

- Served in multiple important roles, including principal, teacher, and doctor.
- Worked diligently to help create and support teacher-related initiatives.
- Assisted in guiding financial decisions and planning.

- Played an important role in helping preserve teaching positions and support staff stability.
- The board chair expressed sincere gratitude for her dedication, leadership, and efforts in supporting both teachers and the district's financial direction.

II. Consent

A. Approve Minutes of February 19, 2026 Finance and Investment Board Committee Meeting

Joe Kolkowitz made a motion to approve the minutes from Finance and Investment Board Committee Meeting on 02-19-26.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Minutes of March 26, 2026 Regular Board meeting

Joe Kolkowitz made a motion to approve the minutes from Regular Board Meeting on 03-26-26.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Discuss and Vote on the March 2026 Check Registers

Joe Kolkowitz made a motion to Approve the March 2026 Check Registers.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Discuss and Vote on the March 2026 Credit Card Charges

Joe Kolkowitz made a motion to Approve the March 2026 Credit Card Charges.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Discuss and Vote the Awarding of the 2026-2027 E-Rate Network Project

E-Rate Bid Evaluation Worksheet – Network Electronics Project (2026 Funding Year)

- An E-Rate Bid Evaluation Worksheet was presented for the network electronics project for the 2026 funding year.
- The project/service under evaluation was identified as Network Electronics.
- A total of three vendors responded to the bid solicitation process.

Evaluation Criteria and Weighted Scoring System

- The evaluation criteria and weighted scoring system were reviewed:

- Price of eligible products and services – weighted at 50% and identified as the most heavily weighted criterion.
- Experience with the vendor and qualifications – weighted at 30%.
- Accuracy of bid – weighted at 20%.

• Vendors were scored using raw rankings and weighted scores based on the evaluation criteria.

Vendors Evaluated

• Golden Star Technology, Inc.
• BDJtech
• GigaKOM

Final Vendor Rankings and Scores

• Golden Star Technology, Inc. received a final score/ranking of 100.
• GigaKOM received a final score/ranking of 90.
• BDJtech received a final score/ranking of 50.
•

Joe Kolkowitz made a motion to Approve the Awarding of the 2026-2027 E-Rate Network Project.
Linda Ibach seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Governance

A. Discuss and Vote on the Rescheduling of the May Regular Board Meeting to May 14, 2026, and Canceling the May Finance and Investment Committee Meeting

Mr. Wright discussed adjustments to the upcoming board meeting schedule due to board members' availability and graduation-related commitments involving their children.
• The originally scheduled May 28 board meeting was proposed to be moved to May 14, 2026.
• Discussion included consolidating meetings to reduce scheduling conflicts and avoid holding
multiple separate meetings within the same period.
• Ms. Rodriguez agreed that a separate Finance and Investment Committee meeting would not be
necessary if topics could be consolidated into the May 14 board meeting.
• The proposal included canceling the standalone Finance and Investment Committee meeting
and combining its discussions with the May 14 board meeting agenda.
• It was confirmed that regular scheduling for June meetings would remain unchanged.

Joe Kolkowitz made a motion to Approve rescheduling the May Regular Board Meeting to May 14, 2026, and consolidating the May Finance and Investment Committee Meeting into the Regular Board Meeting.
Linda Ibach seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Finance

A. March 2026 Investment Update

Investment Portfolio Performance

- The investment portfolio experienced a decline during March 2026 due to broader market conditions.
- The portfolio recorded a negative monthly return of approximately 5.6%.
- Despite the decline, the overall investment position remains positive.
- The object trust balance currently stands at approximately $34.4 million.

Key Factors Driving the March Decline

- Mr. Delgado explained that three major market forces contributed to the downturn:
  - **Equity market sell-off:**
    - Equities declined by approximately 5%.
    - This represented one of the most significant first-quarter declines seen since 2017.
  - **Fixed income decline:**
    - Bond yields increased, negatively impacting fixed income investments.
  - **Political and policy uncertainty:**
    - Ongoing uncertainty in political and economic policy contributed to market volatility and investor concern.

Fiscal Year Investment Context

- Mr. Delgado emphasized that, despite recent volatility, the district's investment activity remains positive overall for the fiscal year.
- Fiscal year investment gains currently total approximately 4.3%.
- Total investment returns amount to approximately $1.4 million year-to-date.

Retirement and Payment Activity

- The district has made nearly half a million dollars in retirement-related payments so far during the fiscal year.
- Even after these payments, the district's net investment position remains positive.

Total Investment Value

- As of March 31, 2026, the total investment value stands at approximately $42.9 million.
- This reflects growth from approximately $41.6 million as of July 1.

Market Outlook and Recommendations

- Mr. Delgado reported that markets began to rebound during April.
- The rebound was attributed in part to reduced concerns regarding economic and market pressures.
- However, volatility in the markets continues to remain a concern.
- At this time, the recommendation is to remain patient and avoid making significant changes to the investment strategy.

B. March 2026 Financial Update

OPEB Trust Account Update

- The OPEB trust account beginning balance as of July 1, 2025, was reported at $33,407,833.
- The ending balance as of March 2026 was reported at $34,402,558.
- The report reflected a monthly decline of 5.6%, consistent with the investment performance previously shared in the accompanying PowerPoint presentation.
- Total OPEB payments made to date were reported at $492,424.
- Total gains recorded to date were reported at $1,487,148.
- The financial update emphasized that despite the recent monthly market decline, the OPEB trust account continues to maintain positive overall gains.

C. Discuss and Vote on the Approval of School Credit Card Limit Increase

Credit Card Limit Increase Proposal

- Discussed a proposal to increase the school credit card limit from $100,000 to $150,000 per month.
- The requested increase represents an additional $50,000 monthly buffer to help accommodate periods of high spending activity.
- Mr. Delgado explained that the school is currently using approximately 86% of the existing limit during peak spending months.
- The increase is intended primarily for peak operational periods and is not expected to reflect normal monthly spending trends.
- The additional buffer would help avoid declined transactions related to:
    - Staff travel
    - Purchasing instructional and operational materials
    - Grant-funded expenditures
    - Professional learning and open enrollment expenses

Historical Credit Card Spending Trends

- Mr. Delgado presented historical credit card spending trends:
  - 2021 spending totaled approximately $143,000 due to a transition between credit card providers.
  - Typical annual spending has averaged around $300,000.
  - Fiscal year 2025 spending reached approximately $406,000.
  - Current projections estimate approximately $839,000 in spending for the current year.
  - This reflects approximately 71% growth in credit card usage.
- Mr. Delgado emphasized that the school benefits from a 60-day payment window and does not incur interest charges because balances are paid on time.

Business Office and Purchasing Practices

- Board members acknowledged that the business office has been effective in:
  - Paying expenses promptly
  - Preventing late payments
  - Reducing the need for staff to pay out-of-pocket and seek reimbursement later
- Administration explained that staff are being encouraged to stop using personal credit cards for school purchases because:
  - Reimbursement tracking is more difficult
  - Receipts submitted after purchases reduce spending visibility
  - School-issued cards improve accounting oversight and transparency
  - Direct expense tracking provides better financial controls

Monthly Spending Activity

- Mr. Delgado reviewed monthly spending activity and noted that:
  - March 2025 and March 2026 spending levels nearly reached the current $100,000 ceiling.
  - March and April are traditionally the heaviest spending months due to:
    - Spring travel
    - Open enrollment activities
    - Professional development expenses
    - Deadline-driven grant expenditures

Purpose of the Proposed Increase

- The proposed increase to a $150,000 limit is intended to prevent:
  - Transaction declines
  - Operational delays
  - Reverting to employee reimbursements
  - Risk of losing grant funds that must be spent before deadlines

- Mr. Delgado stated that unspent restricted funding may need to be returned if not used before grant deadlines.

CalCard and Financial Oversight

- The business office identified the school's current purchasing process through CalCard as the preferred method because:
  - Transactions integrate directly into NetSuite accounting software
  - Monthly reconciliation is more efficient
  - Financial reporting is more accurate and transparent
- A board member suggested the school may have leverage to negotiate additional banking benefits or incentives due to the high monthly transaction volume of approximately $80,000–$90,000.
- Board members emphasized the importance of continued financial oversight even if the higher limit is approved.
- The board specifically requested:
  - Continued review of spending documentation
  - Ongoing due diligence by the Finance Committee
  - Assurance that the increased limit would not encourage unnecessary spending
  - Continued accountability and transparency in card usage
- The discussion concluded with reaffirmation that the board will continue monitoring credit card activity carefully and require proper documentation for expenditures.

Joe Kolkowitz made a motion to Approve the School Credit Card Limit Increase.
Brad Wright seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Discuss and Vote on the Approval of the 2024-2025 IRS Form 990 (Non-Profit Tax Return)

Overview of Presentation

- The presentation covered:
  - Explanation of IRS Form 990
  - Overall financial overview of the high school
  - Revenue and expense details
  - Executive compensation disclosures
  - Governance and compliance requirements
  - Financial position and key takeaways for the Board

Explanation of IRS Form 990

- Mr. Delgado explained that Form 990 is the annual IRS information return required for tax-exempt organizations.

- Although the organization is tax exempt, the IRS still requires annual reporting and financial transparency documentation.
- The form provides public disclosure of the organization's finances, governance, compensation, and compliance practices.

Financial Overview and Operating Position

- Discussion clarified the difference between:
  - Operating income/loss
  - Net assets and investment-related gains
- Mr. Delgado explained that:
  - The school's operating result reflects money coming in versus money going out.
  - Investment income and reserve earnings help offset operational deficits.
  - Investment reserves generated approximately $1.8 million in investment-related earnings, helping strengthen overall net assets.

Revenue Analysis

- Total revenue decreased year-over-year.
- Revenue from enrollment and Average Daily Attendance (ADA/APA funding) increased.
- Government grants declined significantly by approximately $5.7 million.
- The decline was largely attributed to the expiration of one-time COVID-related funding sources.

Revenue Deep Dive

- The presentation highlighted a $6.3 million year-over-year revenue decline.
- Key revenue sources discussed:
  - Government grants tied to LCFF funding and broker decreases
  - Program service revenue connected to the international student division
  - Investment income totaling approximately $2.2 million from dividends and interest
- The investment portfolio increased by approximately $547,000, growing to about $8.1 million in value.

Expense Breakdown

- Major expense categories were reviewed:
  - Salaries and benefits represented approximately 70.5% of expenses
  - Books and supplies accounted for approximately 6.7%
  - Professional fees accounted for approximately 6.2%
  - Occupancy costs, including buildings and utilities, represented approximately 5.2%
  - Substitute teachers represented approximately 2.7%

- Charter authorizer fees represented approximately 2% of the budget

Executive Compensation Disclosure

- Executive compensation information included:
  - W-2 compensation
  - Health and benefit costs
  - STRS retirement contributions
  - Other compensation disclosures
- Mr. Delgado emphasized that all compensation information is publicly available through Form 990 disclosures.
- It was noted that third-party websites often publish or summarize this data publicly.

Independent Contractors and Vendor Review

- The Board reviewed major independent contractors and vendors, including:
  - Substitute teaching service vendors
  - Special education service providers
  - Technology services vendors
  - Allied private investigation services
- Discussion included transitioning to a new vendor arrangement that would provide:
  - Lower costs
  - More comprehensive services
- Leadership stated the long-term goal is to consolidate vendor services for efficiency.

Net Assets and Financial Position

- The organization reported:
  - Total net assets increasing from approximately $47 million to approximately $50 million
  - Liabilities increasing from approximately $6.9 million to $10.5 million
- The increase in net assets was attributed primarily to:
  - Unrealized investment gains
  - Investment portfolio performance
- Mr. Delgado clarified that:
  - Approximately $3.34 million of gains were unrealized/non-cash gains
  - These gains reflected investment valuation increases rather than immediately available cash.

Governance and Compliance Review

- Governance and compliance requirements were reviewed and confirmed:
  - All seven Board members are considered independent
  - Conflict of interest policy is in place
  - Written whistleblower policy exists

- Written document retention policy exists
- Executive Director compensation was established using comparability data
- Financial statements are independently audited
- Schedule E non-discrimination policies are posted publicly
- No committees possess independent authority to act on behalf of the Board
- No unrelated business income was reported
- No additional Form 990-T filing was required

Key Financial Takeaways

- Key concerns identified:
  - Revenue declined approximately 11.4%
  - Government grants decreased by approximately $5.7 million
  - Revenue pressures are tied largely to enrollment trends and expiration of COVID-era funding
  - The organization experienced an operating deficit of approximately $405,000
- Despite operational concerns:
  - The school remains in a positive financial position
  - Total assets remain strong at approximately $60 million
  - Leadership stated the school is not in financial distress
- Mr. Delgado emphasized the need for:
  - Continued monitoring of enrollment projections
  - Board attention to long-term revenue trends and financial planning

Steven Kofahl made a motion to Approve the 2024-2025 IRS Form 990 (Non-Profit Tax Return).
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. School Business

A. Discuss and Vote on the Approval of the Jostens Yearbook Contract

Yearbook Production Contract Discussion

- Discussion centered on a proposed three-year yearbook production contract with Jostens, presented by David Hussey.
- Presenter explained that the school had previously entered into only a one-year agreement with Jostens after transitioning away from former vendor Walsworth, which had been used for several years.
- The one-year arrangement was intended as a trial period so students and the yearbook sponsor could evaluate whether Jostens would provide the level of service and support promised.

- Mr. Hussey stated that both the students and the yearbook sponsor were highly satisfied with Jostens and enthusiastic about the partnership.

Positive Feedback Regarding Jostens

- Strong responsiveness to student requests and needs
- Reliable customer support and communication
- Additional yearbook features and extras appreciated by students
- High-quality print production and color quality
- Overall satisfaction with the final printed yearbooks
- Mr. Hussey noted that pricing was comparable to, and slightly lower than, previous vendors, although students were more focused on the quality of the product than on pricing.
- It was mentioned that most yearbooks generally cost between approximately $90 and $100 to produce.

Contract Term and Pricing Discussion

- Board members asked whether the three-year contract term was being required by Jostens or recommended internally by administration.
- Mr. Hussey clarified that the recommendation for a three-year agreement was coming from the school in order to secure stable, locked-in pricing over multiple years.
- The proposed contract pricing was reviewed as follows:
    - Year 1: $8,954
    - Year 2: $9,133
    - Year 3: $9,315
- Discussion highlighted that the pricing would remain locked in throughout the agreement regardless of market changes or future increases.

Printed vs. Digital Yearbooks

- Board members asked whether digital-format yearbook companies or alternatives had been explored.
- Mr. Hussey responded that students still strongly prefer printed yearbooks over fully digital formats.
- It was further noted that the school’s yearbooks consistently sell out each year, demonstrating continued strong student interest in printed copies.
- Mr. Hussey indicated willingness to explore digital options further while maintaining the current print-focused model.
- Overall discussion reflected positive support for continuing the partnership with Jostens due to student satisfaction, vendor responsiveness, product quality, and predictable long-term pricing.

Joe Kolkowitz made a motion to Approve the Jostens Yearbook Contract.
Linda Ibach seconded the motion.

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

B. Discuss the Marketing of the School Letterman Jackets

Board Chair Brad Wright and **Marketing and Outreach Coordinator Ricardo Covarrubias** presented updates regarding the school's marketing initiatives, with a primary focus on launching official school letterman jackets and expanding school branding efforts.

Letterman Jacket Initiative

- The administration introduced official school letterman jackets as part of an effort to strengthen school culture, student pride, and campus identity.
- The initiative is being developed in partnership with Jostens, a nationally recognized company known for school jackets, class rings, and graduation products.
- School leadership emphasized that El Camino had not previously offered official letterman jackets and viewed this as an important new tradition for students.
- The jackets are designed to be highly customizable:
    - Students can add their names.
    - Students may include patches representing athletics, academics, arts, clubs, leadership activities, and other accomplishments.
    - Additional customization options include school-level identifiers and activity-specific emblems.
- Leadership stressed that the jackets are not limited to athletes:
    - Academic achievements and arts participation are equally eligible for recognition.
    - Teachers may also present students with special pins or patches related to classroom accomplishments or program participation.
- The administration highlighted the importance of creating a unified school image by using one approved vendor and one consistent jacket design across all sports teams and student organizations.
- It was noted that all coaches and programs would be encouraged to use administration-approved jacket patterns to maintain consistency and branding.

Jacket Pricing and Accessibility

- Board Chair Brad Wright shared his own purchase experience as an example of leadership support for the program.
- Standard student jackets are expected to cost approximately:
    - Around $299 for the base jacket.
    - Approximately $320 if a hooded option is added.
- Costs may increase depending on the number of patches and customization selections chosen by students or families.
- Payment plans are available through the vendor to help make the jackets more affordable and accessible to students and families.

- School leadership emphasized that affordability was a major factor in selecting the vendor.

Student Interest and School Culture

- Several student groups and programs have already expressed interest in ordering jackets, including:
    - Cheer team
    - Baseball program
    - Step team
- Administrators noted positive student feedback and excitement surrounding the launch.
- Leadership expressed that the jackets could:
    - Increase student engagement and school spirit.
    - Encourage stronger participation in extracurricular activities.
    - Help improve campus culture and school identity.
    - Potentially support improved attendance by increasing student pride and connection to school.

Class Ring Program

- In addition to jackets, the school is introducing customizable class rings through Jostens.
- Class rings will be available to all grade levels, not only seniors.
- Students may customize rings with:
    - School branding
    - Athletics or extracurricular symbols
    - Personal achievements or interests
- Leadership described the rings as long-term memorabilia students could keep after graduation.
- A promotional offer was discussed:
    - Students purchasing a class ring before April 30 would receive a complimentary hoodie.
- The complimentary hoodie displayed school branding and served as an additional promotional tool.

Marketing and Outreach Efforts

- The school has already launched a broad marketing campaign for the jacket and ring program through:
    - Email communications
    - Text messaging
    - Social media
    - School newsletters
- Promotional materials include:

    - Images of the jackets
    - Information on class rings
    - Videos featuring testimonials and experiences from students nationwide.
- The school plans to expand visibility through:
    - QR codes displayed in hallways
    - QR codes placed on freshman device cases
    - Posters and campus signage
- Students will be able to scan QR codes directly to access ordering information and customization options.

Concerns Regarding Production Timelines

- Leadership discussed concerns about the long production timeline for jackets, which may take approximately three months for delivery.
- Administrators emphasized the need to:
    - Increase visibility and promotion quickly.
    - Coordinate more closely with Jostens representatives.
    - Ensure students receive products in a timely manner, particularly for athletic seasons and school events.
- Suggestions included:
    - Increasing vendor presence on campus.
    - Improving promotional displays.
    - Using more El Camino-specific marketing visuals so students can better envision themselves wearing the products.

Broader School Branding and Visibility

- Additional marketing initiatives were discussed beyond the jacket program.
- The school secured advertising space on a building located along Sherman Way to improve community visibility and reach students from nearby schools.
- Leadership emphasized the importance of modern marketing strategies beyond traditional newspaper advertising.
- The school is also promoting its student media and broadcasting programs:
    - ECR Royal Radio and student podcasting initiatives were highlighted.
    - A future billboard campaign is planned to advertise both the school and its media programs.
- Administrators noted that these efforts support vocational and career-focused pathways while expanding public awareness of the school’s offerings.

Vendor Selection and Due Diligence

- The administration reviewed multiple vendors before selecting Jostens.
- Factors influencing the decision included:
    - Competitive pricing
    - National experience working with schools

- Brand familiarity
- Flexibility in customization
- More affordable options for students and families

• Leadership stated that the chosen vendor provided the best balance of affordability, quality, and customization opportunities for the student body.

Joe Kolkowitz made a motion to Move this agenda item after the Executive Director Update.
Steven Kofahl seconded the motion.
Board members voted to move the agenda item after the Executive Director Update
The board **VOTED** unanimously to approve the motion.
The board entered the closed session at 6:32 PM on the 23rd of April, 2026.

VI. Reconvene to Open Session

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

Reconvene to open session at 6:58 pm

Mr. Wright reported that there were no actions taken during the closed session and therefore nothing to report.

VII. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to Adjourn the meeting.
Joe Kolkowitz 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 6:59 PM.

Respectfully Submitted,
Vania Rodriguez

Coversheet

Approve Minutes of the May 14, 2026 Regular Board Meeting

Section:	II. Consent
Item:	B. Approve Minutes of the May 14, 2026 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on May 14, 2026

APPROVED

El Camino Real Charter High School

Minutes

Regular Board Meeting

5-14-2026 Regular Board Meeting

Date and Time
Thursday May 14, 2026 at 5:30 PM

Location
El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

REGULAR BOARD MEETING

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

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

PUBLIC COMMENTS

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

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

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

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

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

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

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

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

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

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

Directors Present
Alexandra Ramirez, Brad Wright, Joe Kolkowitz, Linda Ibach, Norris Gunby, Ronald Laws, Steven Kofahl

Directors Absent
None

Directors who left before the meeting adjourned
Joe Kolkowitz, Ronald Laws, Steven Kofahl

Guests Present
David Hussey, Fernando Delgado, Vania Rodriguez

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Thursday May 14, 2026 at 5:32 PM.

B. Record Attendance and Guests

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

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

D. Public Comments

Joe Kolkowitz made a motion to to allow speakers to continue speaking after Public Comments limit had been reached.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

1. Hector Lopez introduced himself and noted that he has been with the school for approximately two years and is approaching his 29th year of age.

- Highlighted concerns regarding the increasing workload placed on teachers and staff due to ongoing budget constraints and reduced staffing levels.
- Recalled that earlier in the year, seven teachers received notices stating that their positions could not be maintained because of insufficient financial resources.
- Requested clarification regarding the proposed creation of a new Chief Administrative Officer (CAO) position.
- Noted that the CAO role is reportedly expected to become one of the three highest-paid positions within the school.
- Questioned how the Board justifies creating a high-cost executive position while the school continues to struggle with:
    - Retaining classroom teachers.
    - Maintaining essential student support services.
    - Managing financial limitations.
- Emphasized that his questions were asked respectfully and reflected a desire among staff members to better understand the rationale behind the decision.
- Stated that when he presents new ideas or proposals to school administration, he is routinely asked critical questions such as:
    - Is this really necessary?
    - How will this improve student outcomes?
    - Have other options been explored?
    - Is this the best use of limited resources?
- Acknowledged that these are fair and responsible questions and expressed that he is applying the same level of scrutiny to the proposed CAO position.
- Requested specific information from the Board regarding:
    - The exact problem or need that the CAO position is intended to address.
    - The measurable outcomes and benefits expected from the role.
    - The total financial impact of the position on the school's budget.
    - Whether alternative solutions were considered before proposing a new executive-level role.
- Suggested possible alternatives that may have been explored, including assigning the responsibilities to:
    - Existing administrators.

    - Instructional leaders.
    - Teacher coordinators.
    - Other staff members who already work directly with students and faculty.
- Shared that he personally performs multiple responsibilities beyond his primary role, including:
    - Data coordination duties.
    - Testing coordinator responsibilities.
- Stated that his comments underscored a broader concern that available financial resources should be prioritized toward positions and services that directly support students and classroom instruction.
- Concluded by seeking greater transparency and accountability regarding the decision-making process behind the creation of the CAO position.

1. Albert Vasquez introduced himself as the Co-Department Chair of the Social Studies Department.

- Began by acknowledging the efforts of school administration over the past year.
- Noted that following the labor dispute from the previous year, the current school year has focused heavily on rebuilding school culture, relationships, and trust.
- Commended administrators for their work in moving the school community forward and helping restore confidence among staff.
- Explained that his reason for speaking was concern that the proposed CAO (Chief Administrative Officer) position could undermine the progress made in rebuilding trust.
- Encouraged Board members to revisit the April faculty meeting, during which school leadership presented staff with a serious assessment of the school's financial situation.
- Recalled that school administrators, including Mr. Hussey and Mr. Delgado, informed faculty that teacher layoffs were a possibility due to budget challenges.
- Stated that employees were encouraged to unite and make sacrifices over the previous three months in an effort to avoid layoffs.
- Outlined several cost-cutting measures that were implemented, including:
    - Reductions in food and service expenditures.
    - Downsizing of security services.
    - Reductions within the technology department.
    - Cutting substitute staffing.
    - Demotions affecting some employees.
    - Other strategic budget reductions and operational changes.
- Stated that staff accepted these measures because they were presented as necessary sacrifices to preserve jobs and maintain financial stability.
- Argued that the proposal on the Board's agenda appears inconsistent with the message previously delivered to staff.
- Suggested that the proposed CAO position implies that the school's financial situation may not have been as severe as employees were led to believe.

- Expressed concern that after employees sacrificed resources, positions, and compensation, the school is now considering funding a new executive-level position that could cost hundreds of thousands of dollars.
- Contrasted the proposed CAO position with other needs that staff may view as higher priorities, including:
    - Additional counseling services.
    - Attendance support personnel.
    - Restoration of security resources that were recently reduced.
    - Reinstatement or compensation restoration for employees who experienced pay reductions.
- Questioned how the proposed CAO position directly supports the school's educational mission and strategic goals.
- Clarified that he was not opposed to the concept of a CAO position in general.
- Emphasized that his concern is about the timing of the proposal, given the school's recent budget challenges and employee sacrifices.
- Stated his belief that implementing the CAO position at this time would cause more harm than benefit.
- Concluded by expressing concern that the proposal could damage employee morale, weaken trust in leadership, and reverse progress made in rebuilding relationships between staff and administration

1. Angel Lerma introduced herself as one of the school's Deans.

- Addressed the Board and requested clarification regarding the proposed creation of a Chief Academic Officer (CAO) position.
- Questioned the necessity of creating the new role, noting that the school already has a highly capable Assistant Director who currently performs many of the responsibilities that would likely fall under the CAO position.
- Expressed concern that the proposed position appears to duplicate existing administrative functions rather than address a clear unmet need.
- Emphasized that school leadership has repeatedly communicated that the school's financial situation is precarious.
- Argued that the school's priorities should focus on:
    - Conserving financial resources.
    - Maintaining essential programs.
    - Protecting student services.
    - Avoiding unnecessary expenditures.
- Questioned whether creating an additional high-cost administrative position aligns with those priorities.
- Expressed strong disappointment regarding discussions about eliminating school-based therapist positions.
- Emphasized the critical role that therapists play in supporting:
    - Student mental health.

    - Emotional well-being.
    - Overall wellness and school climate.
    - Student access to support services through the Wellness Center.
- Drawing on more than 30 years of experience as an educator, stated that it is difficult to understand the rationale behind:
    - Creating an executive-level administrative position with a cost reportedly exceeding $200,000.
    - Simultaneously considering reductions to direct student support services.
- Suggested that the proposal appears to prioritize administrative expansion over services that directly benefit students.
- Questioned whether the Board had conducted a thorough and comprehensive study to justify the new position.
- Asked whether there is evidence demonstrating:
    - Measurable benefits the CAO position would provide.
    - Clear outcomes that would improve school operations or student achievement.
    - A strong and well-supported rationale for the investment.
- Expressed concern that the position may be moving forward without a sufficiently established foundation or demonstrated need.
- Referenced enrollment trends, stating that the school has reportedly lost approximately 200 students per year over the last three years.
- Noted that declining enrollment has likely resulted in reduced funding and increased budget pressures.
- Questioned why the school would choose to increase administrative costs rather than focus resources on programs and personnel that directly support students.
- Advocated for prioritizing investments in:
    - Classroom support.
    - Student-facing services.
    - Mental health resources.
    - Educational programs that directly impact student success.

Overall, Lerma's remarks centered on concerns about fiscal responsibility, the duplication of administrative roles, the preservation of student support services, and the alignment of spending decisions with the school's educational mission and current financial realities

Richard Russell introduced himself as the President of AFSCME Local 540, the classified employees' union representing staff on campus.

- Stated that AFSCME Local 540 wished to formally express concerns regarding the proposed creation of a new Chief Academic Officer (CAO) position.

- Noted that the proposal comes at a time when employees and the broader school community have repeatedly been informed that the school is facing significant financial challenges.
- Emphasized that over the past several years, classified employees have experienced workforce reductions across numerous departments, including:
    - Technology.
    - Buildings and grounds.
    - Security.
    - Clerical services.
    - Other support functions.
- Explained that many of the eliminated positions have not been refilled, resulting in ongoing staffing shortages.
- Stated that responsibilities previously handled by multiple employees have been redistributed among remaining staff members.
- Explained that classified employees have been required to take on additional duties beyond their original responsibilities.
- Expressed concern that these increased workloads have:
    - Placed significant strain on employees.
    - Negatively impacted staff morale.
    - Created operational challenges across campus.
    - Increased pressure on day-to-day school functions.
- Referenced workforce reductions affecting employees beyond classified staff, including:
    - The school choosing not to re-elect certain probationary teachers.
    - Teacher layoffs.
    - Additional staffing reductions in recent years.
- Cited more recent workforce reduction measures, including:
    - The demotion of a senior Campus Aid position.
    - The demotion of a Technology Management position.
- Pointed out that the savings generated from the Campus Aid demotion reportedly amounted to only approximately two dollars per hour.
- Implied that relatively small savings required significant sacrifices from frontline employees while larger expenditures are now being considered.
- Highlighted the essential role classified employees play in the operation of the school.
- Stated that classified staff are responsible for critical services, including:
    - Supporting and maintaining technology systems.
    - Maintaining school facilities and grounds.
    - Providing campus safety and security.
    - Assisting students and staff with daily operational needs.
    - Supporting the overall functioning of the school environment.
- Emphasized that frontline employees continue to perform their duties despite:
    - Staffing shortages.
    - Increased workloads.

    - Ongoing resource limitations.
- Stated that the proposal to add another executive-level administrative position has generated concern and confusion among many staff members.
- Questioned whether expanding upper-level administration at this time aligns with the school's most urgent operational needs.
- Suggested that the Board should carefully consider whether available resources would be better directed toward maintaining and supporting frontline positions that directly contribute to daily school operations.
- Urged the Board to evaluate the balance between:
    - Administrative growth and expansion.
    - Investment in essential operational and support staff.
- Concluded by respectfully asking the Board to carefully review the proposal in light of the staffing sacrifices already made by employees and the continuing need for frontline support personnel.
- Overall, his remarks focused on:
    - Fiscal responsibility.
    - Workforce reductions and staffing shortages.
    - Employee workload and morale.
    - The importance of classified staff to school operations.
    - Concerns about prioritizing executive administration over essential frontline services.

1. Karen Evans spoke regarding the proposed creation of the Chief Academic Officer (CAO) position.

- Noted that the CAO position had been proposed previously and, according to her understanding, had progressed as far as the final interview stage before ultimately being abandoned.
- Questioned why the position is now being reconsidered, particularly given what appears to be:
    - Updated job descriptions and requirements.
    - A significantly larger compensation package than previously proposed.
- Acknowledged that the position may have value in the future but stated that she does not believe the current time is appropriate for its creation.
- Expressed concern that the proposal comes during a period of continued financial challenges and staffing reductions.
- Highlighted several recent and ongoing impacts of budget constraints, including:
    - Teacher layoffs in the previous year.
    - Continued concerns about teacher job losses in the current year.
    - Probationary teachers facing potential non-renewal or job loss.
    - Reductions in instructional aide positions supporting English and Mathematics classes.
    - Significant cuts to campus security staffing.

    - Elimination or reduction of at least one additional position as part of budget-saving measures.
- Pointed out that while student enrollment has declined, the number of administrators has remained unchanged.
- Stated that adding another high-level administrative position under these circumstances would be fiscally irresponsible.
- Expressed that, from the perspective of many staff members, the proposal appears "tone deaf" given the sacrifices employees have already made.
- Proposed empowering existing administrators to provide greater leadership and support in instruction, curriculum, and assessment rather than creating a new executive position.
- Used her own experience as an example, noting that Mr. Camp:
    - Oversees both the Science and Mathematics departments.
    - Supports subjects that are heavily assessed and accountable for student performance.
    - Participates in common professional development meetings.
    - Balances responsibilities across multiple departments.
- Argued that current administrators are already qualified to provide instructional leadership because they have advanced through educational leadership positions emphasizing:
    - Instructional expertise.
    - Curriculum development.
    - Assessment design.
    - Effective teaching practices.
- Suggested administrators should be tasked with:
    - Assisting teachers in designing effective instruction.
    - Supporting classroom delivery of curriculum.
    - Helping assess and improve student learning outcomes.
    - Collaborating directly with teachers to improve educational quality.
- Warned that approving the CAO position could further widen divisions between:
    - The Board and teachers.
    - Administrators and faculty.
    - School leadership and staff members.
- Stated that several speakers had already outlined numerous concerns regarding the proposal and urged the Board to carefully consider those perspectives.
- Strongly urged the Board not to create the CAO position during the current school year.
- Expressed her belief that the position would not be well received or respected by many employees given the current financial and staffing realities.
- Emphasized that staff understand the financial constraints facing the school and are willing to work collaboratively with administrators under those conditions.
- Argued that maintaining transparency, shared sacrifice, and collaboration would better support ongoing efforts to strengthen the school.

- Concluded by encouraging continued cooperation among teachers and administrators to build a school environment where students can succeed and achieve at high levels.
- Overall, her remarks focused on:
    - Concerns about timing and financial priorities.
    - Opposition to expanding administration during budget reductions.
    - Support for utilizing existing leadership resources.
    - Preserving trust and collaboration between staff and leadership.
    - Maintaining focus on student achievement and instructional improvement

Jacob Lau introduced himself as a Peer Counselor working in the school's Wellness Center.

- Spoke regarding concerns about the possible non-renewal of the school-based therapist's contract.
- Stated that he had recently learned that the therapist's contract renewal was being questioned and expressed confusion about why the position was under consideration for reduction.
- Emphasized that the school-based therapist plays a vital role in supporting the mental health and well-being of students across campus.
- Argued that the therapist provides an essential service that many students rely on for emotional and mental health support.
- Referenced a previous staffing reduction, noting that another therapist's contract was not renewed during the previous year.
- Stated that the loss of that therapist created additional challenges for the Wellness Center and reduced the availability of mental health services for students.
- Explained that having fewer therapists has increased the workload and demands placed on the remaining mental health staff.
- Expressed concern that further reductions would make it even more difficult for students to access counseling and support services when needed.
- Highlighted that limited staffing affects the Wellness Center's ability to:
    - Maintain consistent schedules for students.
    - Provide regular counseling appointments.
    - Meet student demand for mental health support.
    - Ensure timely access to services.
- Suggested that the remaining therapist already faces challenges in finding sufficient time to meet with students on a regular basis.
- Warned that losing additional mental health resources would further strain the Wellness Center's capacity to serve the student population.
- Emphasized the importance of maintaining adequate mental health support services as part of the school's commitment to student well-being.
- Urged the Board and school leadership to retain the school-based therapist position and renew the contract.

- Concluded by respectfully thanking the Board for its consideration and reiterating his support for preserving student mental health service

Sparrow Vargas spoke regarding concerns about the future of the Wellness Center and the school-based therapist position.

- Expressed strong support for maintaining both the Wellness Center and its mental health services.
- Described the Wellness Center as a highly valuable resource that provides meaningful support to students throughout the school.
- Emphasized that the center serves as an important source of emotional and mental health assistance for students facing personal challenges.
- Speaking from personal experience, shared that they have struggled with serious mental health concerns and have received support from therapists at the Wellness Center.
- Stated that the assistance provided by Wellness Center staff has had a significant positive impact on their well-being.
- Highlighted that many students continue to rely on the Wellness Center when they need:
    - Emotional support.
    - Mental health assistance.
    - A safe and supportive environment.
    - Access to trained professionals who understand how to help them.
- Specifically recognized "Miss Ruby" for her contributions to students and described her as consistently supportive and helpful.
- Stated that Miss Ruby has helped create a welcoming and safe space for students from a wide range of backgrounds.
- Emphasized that students often seek support from the Wellness Center because they may not always feel comfortable discussing personal struggles with family members or others in their lives.
- Argued that access to trained mental health professionals is essential for students who need someone safe and trustworthy to talk to.
- Expressed concern that eliminating the therapist position or reducing Wellness Center services could leave vulnerable students without critical support.
- Stressed the importance of taking student mental health concerns seriously and ensuring that students have access to appropriate resources.
- Warned that removing these services could have severe consequences for students who rely on them during times of emotional distress or crisis.
- Emphasized that mental health support can be life-changing and, in some cases, life-saving for students experiencing significant emotional challenges.
- Urged the Board to preserve the Wellness Center and retain the school-based therapist position.
- Concluded by asserting that students deserve:

- Access to mental health support.
- Safe spaces where they can seek help.
- Adults who are trained to assist them through difficult situations.
- School resources that prioritize student well-being and safety.

Carissa addressed the Board to advocate for the renewal of Ms. Rimpi's contract and the continued support of the Wellness Center and its mental health services.

- Spoke from personal experience, sharing that she has a history of mental health challenges and understands firsthand the importance of having access to professional mental health support on campus.
- Stated that the Wellness Center provides students with a critical resource that she wished had been available during her middle school years.
- Emphasized that having access to trained mental health professionals allows students to:
  - Process difficult emotions.
  - Receive guidance and support.
  - Speak openly in a confidential environment.
  - Access help before problems become more severe.
- Acknowledged statements from school leadership that school officials support students but argued that support must be demonstrated through maintaining services and resources.
- Stressed that students need more than verbal support; they need tangible resources such as the Wellness Center and school-based therapists.
- Pointed out that many students may not feel comfortable discussing personal struggles with:
  - Family members.
  - Friends.
  - Other people in their lives.
- Described the therapist and Wellness Center as a vital alternative support system.
- Warned that losing the remaining therapist could place vulnerable students at greater risk during periods of emotional distress or crisis.
- Emphasized that if the school hopes to achieve its goals of creating a supportive and successful educational environment, it must continue investing in student wellness and mental health resources.
- Argued that removing on-campus therapy services could lead to negative outcomes, including:
  - Decreased student attendance.
  - Declining academic performance.
  - Reduced student engagement.
  - Increased mental health crises among students.

Elena Bravo introduced herself as a junior at the high school.

- Stated that she was speaking in support of the school's mental health services, particularly:
    - The Wellness Center.
    - The school-based therapist, Ms. Rimpi .
    - Continued access to student mental health resources.
- Emphasized that the Wellness Center and school-based therapist provide critical resources and support for a large number of students on campus.
- Stated that many students were deeply concerned and upset when they learned that the future of the therapist position and mental health services was being questioned.
- Shared that conversations with fellow students revealed widespread anxiety and disappointment regarding the possibility of losing these resources.
- Explained that many students rely heavily on the Wellness Center because it provides:
    - Free access to support services.
    - A safe and welcoming environment.
    - Resources that may not be available elsewhere.
    - Support outside of home and family settings.
- Described the Wellness Center as a place where students can:
    - Feel heard and understood.
    - Access emotional support.
    - Build a sense of community.
    - Develop a support network during difficult times.
- Shared that she has been involved with the Wellness Center since her freshman year.
- Credited the Wellness Center with helping her find a sense of community and belonging during her time in high school.
- Specifically mentioned the Wellness Center's clubs and programs as opportunities that have helped students connect with one another and build supportive relationships.
- Described Ms. Rimpi as a central figure in making these programs and services successful.
- Stated that Ms. Rimpi has consistently been available to:
    - Listen to students.
    - Provide guidance and support.
    - Help students navigate challenges.
    - Assist students through important transitions and experiences.
- Highlighted the importance of the support provided during students' adjustment to high school and the challenges that often accompany that transition.
- Argued that, rather than reducing mental health resources, the school should be expanding them.
- Expressed concern that the current level of support places a significant burden on Ms. Rimbey, who is serving many students.

- Stated that one therapist alone cannot adequately meet the growing mental health needs of the student population.
- Advocated for increasing mental health resources by adding more therapists and support staff rather than reducing existing services.
- Emphasized that additional mental health professionals would:
    - Improve student access to services.
    - Strengthen student safety and well-being.
    - Reduce pressure on existing staff.
    - Better address the needs of the school community.

Lexie spoke in support of the Wellness Center and school-based therapist, Ms. Rimpi.

- Shared that Ms. Rimpi provided a safe space during some of the most difficult periods of her life, helping her manage emotional distress, self-harm, depression, and suicidal thoughts.
- Stated that even after years of outside therapy, the support she received from Ms. Rimpi and the Wellness Center had the greatest positive impact on her well-being.
- Credited the Wellness Center with helping her improve her mental health, succeed at school, and develop a stronger desire to live a fuller life.
- Described Ms. Rimpi as both an excellent therapist and role model who inspired her to help others facing similar challenges.
- Urged the Board to continue supporting the Wellness Center and its services, emphasizing their importance to students' mental health and success.
- Concluded by thanking the Board and expressing gratitude for the support she received.

Student Ace Madison spoke in support of keeping the Wellness Center and therapist services.

- Shared that the Wellness Center provided critical support after experiencing a traumatic event.
- Credited therapist Ms. Rimpi and peer counselors for their empathy, guidance, and help in reporting the incident.
- Received access to mental health services and was later diagnosed with PTSD.
- Stated that the Wellness Center significantly improved their quality of life and access to care.
- Emphasized that many students rely on the Wellness Center because mental health services can be costly and difficult to access.
- Urged the Board to keep the Wellness Center open for students in need.

Ariella spoke regarding the importance of maintaining school-based therapy services for students.

- Emphasized that the school-based therapists have directly supported students experiencing severe mental health crises, including suicidal thoughts.
- Noted that while six documented cases may seem like a small number, even one student losing access to needed support could have devastating consequences.
- Expressed concern that the absence of therapy services could put vulnerable students at greater risk.
- Stated that parent counselors and peer counselors are not equipped to handle the most extreme mental health cases on their own.
- Highlighted that many students do not feel comfortable discussing personal issues with school counselors.
- Pointed out that school counselors already have many responsibilities and may not have the capacity to provide the intensive support some students need.
- Urged the school to maintain access to professional therapy services for students

Michelle Albert, parent of two students at the school (a sophomore and a senior), spoke in support of maintaining student mental health resources and therapists.

- Shared her personal experience of being sexually assaulted as a teenager while attending a small school with very limited counseling and support services.
- Explained that the lack of resources left her dealing with the trauma largely on her own, and that her family did not learn about what happened until many years later.
- Emphasized that teenagers often do not feel comfortable talking to their parents and need access to trusted mental health professionals and support systems at school.
- Urged the Board not to remove or reduce therapy services, stressing that students need confidential and accessible support.
- Expressed frustration that families received little notice about the proposed changes, stating she only learned about the issue about an hour before the meeting.
- Noted that many more students and parents likely would have attended and voiced their concerns if they had been informed earlier.
- Praised the students who attended the meeting, highlighting their commitment and concern for the wellness services.
- Made an emotional appeal to Board member Brad, asking him to consider the needs of students and make a decision that preserves mental health support resources.

Stephanie thanked the school and Board members for working with parents and the community to support retaining a mental health therapist on campus.

- Reassured attendees that there appears to be strong support for approving the therapist contract and expressed optimism that the vote would move forward successfully.
- Acknowledged that securing continued mental health services was more challenging than expected but stated that the process now appears to be on a positive path.
- Praised Sage for its commitment to students and the school community.
- Highlighted that Sage previously provided an additional therapist at no cost when it believed two therapists were not sufficient to meet student needs.
- Noted that Sage donated a therapist's services for an entire semester because it felt students deserved more support than the school could independently fund.
- Described Sage as a caring and supportive nonprofit organization that consistently prioritizes students' well-being.
- Commended Sage's therapists for the compassion, dedication, and support they have provided to students.
- Urged the Board and community to recognize Sage's loyalty, generosity, and positive impact on the school's mental health services

Student Isabella, a senior, spoke in support of retaining the on-campus school counselor and therapist.

- Shared that she first became aware of the Wellness Center as a freshman after experiencing a panic attack.
- Stated that throughout high school, she felt reassured knowing she could access support when needed.
- Highlighted the counselor's proactive outreach efforts, including programs such as:
    - Power and Pride.
    - Welcoming Wednesdays.
    - Friendship Fridays.
- Noted that these programs help students:
    - Build community.
    - Feel included.
    - Connect with others when they may not feel they belong.
- Emphasized the importance of maintaining these mental health resources for students.
- Urged the Board to retain the counselor and therapist positions.

Joe Kolkowitz made a motion to Mr. Kolkowitz made a motion to allow additional public comment speakers. Ms. Ramirez seconded the motion.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Hadi, a current peer counselor, shared that he first used the Wellness Center as a student after moving from New Jersey to California in 9th grade and feeling isolated because he did not know anyone.

- He stated that the Wellness Center helped him build friendships and provided a supportive community during a difficult transition.
- Spoke about the positive impact of a former school therapist, Ms. Brenda, who helped him navigate mental health challenges and provided important emotional support.
- Emphasized that many students struggle with mental health issues and that the Wellness Center plays a critical role in supporting them.
- Highlighted the importance of responding to students who report suicidal thoughts and ensuring they receive proper help and hope.
- Explained that his own mental health struggles affected his academic performance, causing his grades to decline.
- Shared that becoming a peer counselor and receiving support from the Wellness Center helped him improve his mental health and get back on track academically.
- Urged the Board not to remove school-based therapists, arguing that these services are essential for student well-being and success.

Steven Kofahl made a motion to Mr. Kofahl made a motion to move the board chair update.
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Board Chair Update

Dr. Lyon, teacher of Video Game Design, introduced a student showcase highlighting projects created by freshmen, sophomores, juniors, and seniors.

- Expressed pride in the program's growth and student achievements, noting that this was one of the strongest groups he has had.
- Emphasized the importance of celebrating positive accomplishments at the school and thanked parents for attending to support the students.

Student Presentation: Benazir

- Benazir joined the Video Game Design program in January and was recognized by Dr. Lyon for her exceptional talent.
- Described her game project as one of the best works she has ever created.
- Initially enrolled to meet credit requirements but discovered a passion for game design through the class.
- Shared that she enjoys both the creative process and the software tools used to develop games.

- Presented a demonstration of her game to the Board and audience.

Student Presentation: Sebastian

- Explained his lifelong interest in video games, particularly horror games.
- Became interested in game design and enrolled in the course to learn how games are created.
- Showcased a horror-themed maze game that he designed.
- Key features of the game included:
    - Navigating a dark maze.
    - Collecting gems to increase the player's score.
    - Avoiding a monster while finding a path to the end.
    - Using dynamite to destroy obstacles and open new routes.
    - Strategic gameplay requiring players to make decisions while managing three lives.
- Explained that he enjoys incorporating strategy into his games and modifying assignments with his own creative ideas.

Student Presentation: Hector

- Hector, a senior, shared that he became very interested in game design after discovering the course.
- Expressed appreciation for the class and stated that the skills he gained would help him in his future educational and career pursuits.

Sebastian’s Second Game

- Sebastian returned to present a second, more recent game.
- Explained that the game requires players to:
    - Use the mouse to draw paths or bridges.
    - Create routes that allow a ball to reach the goal.
    - Activate mechanisms and solve challenges to complete levels.
- Demonstrated gameplay, including the final level of the project.

Teacher Recognition and Program Impact

- Dr. Lyon praised Sebastian’s creativity, technical ability, and problem-solving skills.
- Predicted that Sebastian has strong potential for a future career in game design.
- Highlighted Sebastian’s role as an informal mentor within the class:
    - Other students regularly seek his advice and feedback.
    - Classmates are inspired by his innovative ideas and strive to improve their own projects.
- Emphasized that the Video Game Design program fosters:
    - Collaboration.
    - Peer support.
    - Creativity.

    - Teamwork.
    - Student success.
- Stated that students are currently working on collaborative capstone projects, which he described as particularly impressive.
- Concluded the presentation by thanking the students for sharing their work and representing the program.

The board entered the closed session at 6:22 PM on the 14th of May, 2026.

II. Reconvene to Open Session

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

Reconvene to open session at 7:16 p.m.

No actions to report from closed session.
Joe Kolkowitz made a motion to Mr. Kolkowitz made a motion to move up the CAO Position discussion.
Norris Gunby seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discuss and Vote on the Creation of the Chief Academic Officer Position

Mrs. Ramirez reintroduced the discussion regarding the proposed creation of a Chief Academic Officer (CAO) position.

- Acknowledged concerns regarding the high cost of the position.
- Emphasized that the Board is currently developing the budget framework, making it possible to consider and plan for the role.
- Noted that while the school previously faced financial challenges, strategic budget adjustments helped stabilize finances.
- Stated that budget planning for the upcoming year remains ongoing, making this an appropriate time for discussion.

Mrs. Ramirez connected the CAO proposal to enrollment growth and revenue generation.

- Argued that increasing student enrollment is the primary way to improve revenue.
- Expressed concern about losing students to neighboring schools such as Granada Hills, Agoura, and others.
- Noted that competing schools attract students through specialized magnet and academic programs.
- Cited examples such as:
    - VAPA.
    - STEAM.
    - Other niche academic programs that receive significant investment and attract students.

- Stated that El Camino is strategically positioned between competing schools and could attract more students by strengthening academic offerings.
- Suggested that academic investment could improve both enrollment and the school's academic standing.

Mrs. Ramirez highlighted the potential of new academic initiatives.

- Referenced previous discussions over the past four years regarding implementation of the International Baccalaureate (IB) program.
- Recognized that IB would require significant investment from administration, teachers, and leadership.
- Viewed IB primarily as a recruitment tool that could attract high-achieving students.
- Argued that increased enrollment would generate additional revenue, allowing the school to fund more programs and initiatives.

Mrs. Ramirez described the intended role of the CAO.

- Stated that Executive Director Mr. Hussey should focus on long-term strategy and overall school goals.
- Suggested that academic leadership and oversight should be delegated to another administrator.
- Explained that her proposal was intended to strengthen leadership capacity rather than criticize current administration.
- Expressed a personal commitment to improving and elevating the school's academic reputation.
- Requested feedback from fellow Board members.

Board Discussion on Affordability and Budget Priorities

- Board members discussed whether the school can afford the position.
- Explained that the issue is more complex than a simple yes-or-no answer.
- Clarified that available funds are not simply sitting unused and would require deliberate budget alignment.
- Noted that the proposed position would need to be incorporated into the 2026–27 budget.
- Emphasized the need to reprioritize resources and potentially reallocate funding from other areas.

Supporters of the proposal argued that the position could generate long-term returns.

- Suggested that a strong CAO could help increase enrollment and close budget deficits.
- Argued that revenue growth would follow academic improvement.
- Maintained that while the position would add expenses, it could also generate additional revenue through student recruitment and retention.

Strategic Management Perspective

- One Board member framed the issue as an opportunity-cost decision.
- Argued that the question is not whether the school can afford the position, but whether it can afford not to have it.
- Drew on expertise in strategic management, noting that organizations of comparable size typically separate operations from strategy.
- Explained that strategy and operations require different skill sets and dedicated attention.
- Suggested that the absence of a leader focused on strategic planning may be limiting the institution's growth and effectiveness.
- Argued that strategic leadership should work alongside operational leadership through committees and regular planning processes.

Concerns Raised by Ms. Ibach

- Ms. Ibach questioned whether enrollment challenges stem from academics.
- Argued that El Camino continues to be regarded as one of the top schools in the Valley.
- Stated that students still want to attend the school and that the academic offerings are already strong.
- Suggested that declining enrollment is driven by broader demographic and external factors affecting many schools throughout Los Angeles.
- Emphasized existing instructional leadership.
- Pointed out that school administrators are already trained instructional leaders.
- Noted that instructional alignment with state standards is a core responsibility of administrators.
- Expressed confidence that teachers are effectively implementing curriculum and instruction.
- Cited strong academic performance indicators, including high AP exam success rates.

Ms. Ibach raised financial concerns.

- Agreed that the position could be beneficial if additional funding were available.
- Stated that because no extra funds currently exist, funding the position would require cuts elsewhere.
- Referenced previous reductions, including program closures and staffing limitations resulting from budget constraints.
- Expressed concern that creating an expensive leadership position could divert resources away from students.
- Challenged the assumption that growth in enrollment should be the primary goal.
- Asked why the school must be the largest school to be considered successful.
- Argued that school quality should not be measured solely by enrollment numbers.

Mrs. Ramirez's Response

- Reiterated the connection between investment and growth.
- Acknowledged that enrollment is not solely a numbers game but argued that enrollment still affects financial sustainability.
- Maintained that competing schools attract students through specialized academic pathways that El Camino currently lacks.
- Suggested that certain groups of students seek niche programs unavailable at El Camino and therefore choose other schools.
- Believed strategic academic investments could attract these students and gradually increase enrollment.
- Compared the situation to business growth, arguing that organizations must invest in themselves to achieve future gains.

Dr. Gunby acknowledged the need for difficult trade-offs.

- Stated that every budget decision requires balancing competing priorities.
- Recognized that some stakeholders may be dissatisfied with the choices made.
- Framed the discussion as balancing effectiveness and efficiency.
- Indicated support for exploring the role further while continuing to evaluate the financial implications.

Final Concerns from Ms. Ibach

- Ms. Ibach reiterated concerns about the decision-making process.
- Warned that funding the position could negatively affect students through reductions in programs, supplies, or other services.
- Stated that the Board lacks sufficient information to make an informed decision.
- Pointed out that members have not yet received detailed restructuring plans, financial data, or budget projections.
- Argued that approving an expensive new position while simultaneously discussing budget deficits is premature.
- Recommended first reviewing and restructuring the budget before taking any vote on creating the CAO position.

Mr. Wright clarified the meeting process regarding the CAO proposal.

- Stated that the Board would follow the established agenda process.
- Confirmed that, after discussion, the Board would proceed to a vote.
- Emphasized that the agenda called for both discussion and a vote, and that the Board would carry out those steps accordingly.

Steven Kofahl made a motion to Approve the Creation of the Chief Academic Officer Position.
Norris Gunby seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Ronald Laws	Aye
Norris Gunby	Aye
Alexandra Ramirez	Aye
Steven Kofahl	Aye
Joe Kolkowitz	Aye
Brad Wright	Aye
Linda Ibach	No

III. Consent

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

Alexandra Ramirez made a motion to approve the minutes from Finance and Investment Board Committee Meeting on 04-16-26.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approve Minutes of April 16, 2026 Special Board meeting

Alexandra Ramirez made a motion to approve the minutes from Special Board Meeting on 04-16-26.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.
Ronald Laws left at 7:36 PM.

IV. Finance Voting

A. Discuss and Vote on the April 2026 Check Registers

Mr. Delgado, Chief Business Officer (CBO), presented the April 2026 Financial Update.
Fundraising Account

- The fundraising account reflected one bill during the reporting period.
- Expense included:
  - Chartwells Dining Services: $371.02 related to food service and cafeteria operations.

General Account

- Reported typical expenditures within the general account.
- Major recurring expenses included:
  - Salaries and wages.
  - Employee benefits.
  - Pension contributions and matching obligations.
- Stated that these expenditures represent standard operating costs for the district.

- Noted that student body-related activities and expenditures were also reflected within the account.
- Explained that reported expenses were already incorporated into the district's financial forecast and budget planning.

Associated Student Body (ASB) Trust Accounts

- Reported that ASB trust account activity reflected student extracurricular programs and events.
- Expenses included:
    - Color guard competitions.
    - Volleyball-related activities.
    - Basketball-related activities.
- Clarified that these expenditures were paid from designated ASB trust funds rather than the district's general operating budget.
- Stated that the activity represented normal student program spending during the current sports and activities season.

AP Account

- Reviewed the district's accounts payable list, which included a broad range of operational expenses.
- Categories of expenditures included:
    - Senior awards and recognition activities.
    - Emergency food purchases.
    - Charter school consulting services.
    - Substitute teacher costs and substitute staffing expenses.
    - Career Technical Education (CTE) program expenditures.
    - Technology and development-related purchases.
    - Special education services.
    - Facilities and maintenance expenses.
    - Graduation preparation costs.
    - Senior activities and events.
    - Bathroom and custodial-related expenses.
    - Senior Night banners and event materials.
    - Marketing and promotional expenditures.
    - Softball field improvements.
    - Baseball field seating and related facility enhancements.
    - Routine operational and union-related obligations.

Technology and Development Purchases

- Reported that the district recently purchased a sandbox/testing environment.
- Explained that the purpose of the purchase was to support testing and development efforts related to personnel automation and related systems.

Facilities and Maintenance

- Reported significant facilities and maintenance expenditures.
- Stated that many expenses were associated with preparing facilities for end-of-year activities and upcoming events.

Graduation and Senior Activities

- Reported multiple expenditures supporting graduation and senior-related events.
- Costs included:
  - Senior awards.
  - Senior activities.
  - Senior Night materials and banners.
  - Graduation event preparations.

Largest Expenditure Highlight

- Identified the largest single expenditure discussed during the accounts payable review as:
  - Grad Nite Disney Tickets: $121,730.
- Stated that this was the most significant expenditure reflected on the report.

Alexandra Ramirez made a motion to Approve the April 2026 Check Registers.
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discuss and Vote on the April 2026 Credit Card Charges

Mr. Delgado explained that the report provides a summary of expenses charged to district credit cards during April 2026.

- Noted that the district uses credit cards for a variety of operational and program-related expenses, with supporting documentation included for all transactions.
- Categories of expenditures highlighted during the presentation included:
  - Utility-related charges.
  - Retreat expenses and registration fees.
  - Festival registration costs.
  - Expenses associated with camp activities and events.
  - Costs related to Legacy tournaments hosted or attended by the district.
  - Expenses connected to retreat groups and departmental activities.
  - Conference attendance and participation costs.
  - Practice field needs and athletic-related expenses.
  - Concession stand supplies and related operational purchases.

- Explained that the summary report provides an overall overview of credit card activity, while the accompanying documentation contains the detailed transaction records supporting the charges.
- Clarified that the detailed pages included in the Board packet serve as backup documentation for the summarized expenditures presented in the report.

Joe Kolkowitz made a motion to Approve the April 2026 Credit Card Charges.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. School Business Voting

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

Mr. Hussey explained that the proposal would provide a school-based therapist to support students through the Wellness Center.

- The school evaluated four vendor options for providing therapeutic services:
  - Sage SoCal, Inc.
    - Fixed annual cost of $100,000.
    - Provides a school-based therapist.
  - LAUSD
    - Fixed annual cost of $164,199.
    - Significantly higher cost than Sage.
  - Scoot Education (Licensed Therapist)
    - Estimated cost ranging from $135,000 to $245,000.
    - Variable cost dependent on hours and service needs.
  - Scoot Education (Associate-Level Therapist)
    - Estimated cost ranging from $80,000 to $90,000.
    - Variable cost based on hours and staffing arrangements.
- Based on the cost comparison and service considerations, school administration recommended continuing with Sage SoCal.
- Stated that the school also plans to partner with a local college program to secure interns working toward their clinical hours.
- Explained that the interns would provide additional support to the Wellness Center and work alongside the Sage therapist.
- Reported that the Wellness Center is expected to have approximately four individuals providing services and support during the upcoming school year, rather than relying on a single therapist.

The proposed staffing model includes:

- One Sage therapist funded through the $100,000 contract.
- Three interns at an additional cost of slightly more than $9,000.

- Mr. Hussey emphasized that the item before the Board was only the approval of the Sage contract, not the broader internship arrangement.

During Board discussion:

- A Board member questioned whether the proposed services and expenditures were sufficient and raised concerns about the prospect of committing additional funds.
- The Board member indicated a desire to examine the matter further at a later point and expressed interest in additional review before considering expenditures beyond the Sage agreement.

Brad Wright made a motion to For Ms. Bero to speak and address the board.
Joe Kolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

- Ms. Bero explained that the proposed payment is not for the interns themselves, as the interns provide services at no cost.
- Stated that the payment to the Chicago School covers:
    - Clinical supervision of interns.
    - Professional liability coverage.
    - Oversight required for internship placements.

Under the proposal:

- One intern would generally be assigned at a time.
- Each intern works approximately 20 hours per week.
- Three interns are requested throughout the year to ensure continuous support and coverage.
- Explained that the purpose of maintaining multiple interns is to guarantee that the Wellness Center always has at least one additional staff member available to assist the Wellness Coordinator.
- Stated that the current Wellness Coordinator can no longer maintain an individual therapy caseload because responsibilities include:
    - Managing the Wellness Center.
    - Responding to student crises.
    - Conducting drop-in counseling services.
    - Supervising the peer counseling program.

With an intern consistently available:

- The Wellness Center would be able to resume providing school-based therapy services.
- Students could once again receive individual therapy on campus.
- The school would reduce the need to refer students to outside providers for therapy.

- Ms. Bero stated that the $9,250 cost is a relatively low expense considering that:
    - The interns are provided at no direct cost.
    - Professional supervision is included.
    - The arrangement expands student mental health services.

Board Member Questions Regarding the Wellness Center

- A Board member referenced the student speakers who had shared emotional testimony about the importance of the Wellness Center.
- The Board member asked whether there had ever been any plan to close the Wellness Center.
- Ms. Bero responded that:
    - A student had asked the Wellness Coordinator whether she would still be working at the school next year.
    - The Wellness Coordinator reportedly replied that she did not yet know because her contract had not been approved or finalized.

Mr. Wright's Concerns About Student Communication

- Mr. Wright questioned why an employee would discuss the status of a personal employment contract with students.
- Expressed concern that such conversations may have contributed to student anxiety and panic.
- Stated that:
    - Students appeared highly emotional during public comment.
    - Some students discussed serious mental health concerns, including suicidal thoughts.
    - Adult staff members have a responsibility to shield students from employment and contract-related issues.
- Argued that:
    - The focus should be on preserving the Wellness Center position and services, not on any specific individual.
    - Discussions about contract uncertainty may have unnecessarily heightened student fears.
    - Staff should address employment concerns through adult and professional channels rather than involving students.
- Suggested that much of the student testimony appeared centered on support for a specific staff member rather than discussion of the Wellness Center program itself.
- Expressed concern that students may have been encouraged, intentionally or unintentionally, to advocate for an individual rather than for the continuation of the position and services.
- Compared the situation to other professional settings where adults are expected to manage personal employment issues separately from their responsibilities to students.

Additional Board Member Comments

- Another Board member referenced student testimony that included:
  - Personal stories of trauma.
  - Discussions of abuse and difficult life experiences.
- Suggested that these emotional disclosures emerged because students believed the Wellness Center or its services might be at risk.

Discussion Regarding the Cause of Student Concerns

- Mr. Wright reiterated his belief that:
  - Student anxiety was triggered by an adult sharing employment-related uncertainty.
  - The resulting concern among students centered more on the individual staff member than on the Wellness Center program itself.
- Emphasized again that the position and services are important, but that professional boundaries should be maintained when discussing employment matters with students.

Ms. Bero's Response

- Ms. Bero challenged the assumptions being made about what occurred.
- Stated that Board members were engaging in "attribution bias" by assigning motives and responsibility without knowing the full facts.
- Suggested an alternative interpretation:
  - The Wellness Coordinator may have made a simple, factual, and innocuous statement regarding contract uncertainty.
  - Students may have independently amplified or misinterpreted the comment.
- Noted that it is common for students to react strongly to information and that the situation may have escalated beyond what was originally communicated.

Alexandra Ramirez made a motion to to approve the 2026-2027 Service Agreement with Sage SoCal,.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Discuss and Vote on the 2026-2027 Textbook Budget

Budget Overview

- Mr. Delgado explained that the textbook budget was developed through meetings with department chairs across all academic programs, including:
  - English.
  - Science.
  - Math.
  - Special Education.

    - Social Studies.
    - World Languages.
    - Flex Study Programs.
    - BAT.
    - Business Technology.
- Reported that the combined departmental textbook requests totaled approximately $860,000.
- Administration proposed adding a 15% contingency increase, approximately $122,000, to account for:
    - Publisher price increases.
    - Cost overruns.
    - Shipping and taxes.
    - Unanticipated textbook needs.
- Explained that the contingency would improve forecasting and budgeting flexibility throughout the year.

Textbook Adoption and Budget Forecasting Strategy

- Mr. Delgado noted that several large departments are requesting textbook renewals simultaneously, creating significant spending spikes.
- Explained that administration is working with school leadership to develop a phased textbook adoption strategy that could:
    - Spread large purchases over multiple years.
    - Potentially adopt a five-year textbook replacement cycle.
    - Improve long-term budget forecasting.
    - Avoid multiple major department adoptions occurring in the same year.
- Identified the Science Department as having recently completed a textbook adoption cycle, explaining its lower current request compared to other departments.

Departmental Budget Requests
English Department

- Requested approximately $201,000.
- Included:
    - Advanced Language and Literature materials.
    - American Literature curriculum resources.
    - Five-year digital licensing agreements.
    - Student licenses and online textbook access.
- Administration noted that most English curriculum resources are now delivered through digital subscriptions that include e-books.
- Physical textbooks are generally purchased only for students requiring additional support services.

Math Department

- Represented one of the largest budget requests.
- Included:
    - Algebra II materials.
    - Statistics resources.
    - Pre-Calculus curriculum.
    - Mathematics courses connected to university dual-enrollment programs that provide college credit opportunities.
- Reflected recent curriculum adoption and renewal needs.

Social Studies Department

- Included:
    - Digital licenses.
    - Renewal of AP European History and Western Civilization curriculum resources.
- Total request was approximately $100,000.

World Languages Department

- Requested new Spanish curriculum materials.
- Proposed a longer-term curriculum adoption cycle of approximately six years.

Science Department

- Requested:
    - AP Physics C textbooks.
    - Chemistry textbooks.
    - Replacement chemistry materials.
- Request was smaller because the department had recently completed a major textbook adoption cycle.

Special Education Department

- Requested:
    - Skills planners and instructional support materials.
- Total request was approximately $2,000.

Flex Program and Additional Resources

- Included supplemental instructional materials and additional resources to support English and other academic programs.

Board Discussion
Digital Textbooks and Software Licensing

- Board members asked about the relationship between textbooks and supplemental educational software such as Achieve.
- Mr. Delgado explained:
    - Achieve is primarily a literacy and instructional software platform rather than a textbook publisher.
    - Software subscriptions are often bundled with textbook purchases.
    - Most departments now prefer digital subscriptions that include:
        - Online textbooks.
        - E-books.
        - Digital instructional tools.
- Physical textbooks continue to be purchased for students who require them, particularly in special education settings.

Publisher Pricing Concerns

- Board members raised concerns that major textbook publishers may increase prices because schools become dependent on specific curriculum platforms.
- Discussion focused on:
    - Whether the school has sufficient leverage to negotiate lower pricing.
    - The challenge of balancing cost savings with curriculum quality and current instructional standards.
- Mr. Delgado stated that administration attempts to secure the best pricing possible and noted:
    - Longer contracts generally produce lower annual costs.
    - Departments often prefer shorter three- to five-year agreements because educational standards and curriculum frameworks change frequently.
    - Recent state curriculum updates, particularly in mathematics, have accelerated the need for newer instructional materials.

Future Budget Adjustments

- Mr. Delgado indicated that if textbook expenditures exceed projections or additional funding is needed, administration would return to the Board for approval, consistent with prior practice.
- Explained that the contingency allocation was intended to reduce the likelihood of unexpected mid-year budget adjustments while maintaining transparency with the Board.

Norris Gunby made a motion to Approve the 2026-2027 Textbook Budget.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Discuss and Vote on the Collective LAUSD SELPA Notification Letter

Mr. Hussey informed the Board that the letter is still in draft form and has not yet been finalized. Because the letter remains unfinished, Mr. Hussey indicated that he will bring the finalized draft back to the Board at the next meeting.
Brad Wright made a motion to Discuss this item at the next regular board meeting because the letter had not been received.
Norris Gunby seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Discuss and Vote on the New Back Office Provider, Harness

Mr. Delgado, Chief Business Officer (CBO), presented a proposal to consolidate El Camino's back-office accounting services under a single provider, Harness, and explained the rationale, anticipated cost savings, and operational benefits of the transition.

- Explained that during the current school year El Camino has been utilizing two separate back-office providers, Icon and CLA, while also carrying a vacant position within the business office.
- Stated that this arrangement was intentional, allowing administration to evaluate existing processes, assess staffing needs, and ensure the department was not overstaffed before making additional hiring decisions.
- Reported that:
    - Icon currently costs approximately $3,675 per month.
    - CLA costs approximately $6,500 per month.
    - The combined annual cost of the two providers is approximately $123,000.
- Noted that after discovering the organization was utilizing two separate back-office providers, he questioned whether both were necessary and began evaluating whether services could be streamlined under a single provider.
- Recommended retiring both Icon and CLA and transitioning all back-office accounting functions to Harness, creating a centralized and more efficient accounting structure.
- Explained that Harness is led by a founder and CEO with more than 20 years of experience serving charter schools and has extensive familiarity with California charter school financial operations.

Under the proposed agreement:

- Harness would assume responsibilities currently performed by both Icon and CLA.
- Services would include:
    - Financial reporting.
    - Audit preparation.
    - Back-office accounting support.
- The transition would begin July 1, 2026, if approved.

Financial projections presented included:

- Current annual cost of Icon and CLA: approximately $123,000.
- Proposed annual Harness contract: $100,000.
- Estimated annual savings from provider consolidation: approximately $23,000.
- Mr. Delgado further explained that the proposal would also eliminate the need to fill the currently vacant position, creating additional projected savings and operational efficiencies.

Strategic Benefits of Partnering with Harness

- Highlighted several strategic benefits of partnering with Harness, including:
    - Improved business continuity through access to external professionals familiar with the school's financial operations.
    - Reduced risk associated with staffing changes or vacancies.
    - Access to experienced charter school finance professionals who can provide additional review and oversight.
    - Exposure to best practices used by other California charter schools.
    - Greater transparency through the involvement of an independent third-party provider.
    - Additional financial expertise and perspective beyond what is available internally.
- Emphasized that Harness would serve as a second, third, and even fourth set of eyes on financial processes, helping identify opportunities for improvement and ensuring stronger financial oversight.

Business Office Review and Cleanup Efforts

- Stated that the business office is already engaged in extensive review and cleanup efforts, including:
    - Auditing numerous financial processes.
    - Reviewing expense-tracking procedures.
    - Working with staff to improve budget monitoring and financial reporting systems.
    - Evaluating more effective methods for tracking expenditures connected to programs such as the LCAP.

Board Discussion

- In response to a question from Board Member Fernando regarding the risks associated with accounting transitions, Mr. Delgado acknowledged that accounting system transitions can be challenging but stated that the school is already engaged in a comprehensive review of financial processes and records.
- Explained that:
    - Harness has experience assisting other schools through similar transitions.
    - The contract does not contain variable or unexpected transition costs.

    - The provider is prepared to assist with implementation and process improvements as part of the agreed services.
- Reflected on the existing arrangement with the current providers, noting that responsibilities had become fragmented across different functions and revenue streams, creating complexity and making it difficult to clearly understand the purpose and effectiveness of some services.

Fernando asked whether the current vendors already provide independent oversight of the school's finances.

- Mr. Delgado responded that while the current providers technically offer independent review, their responsibilities are limited to narrow portions of the financial operation, making it difficult for them to fully understand the organization's overall financial direction and provide comprehensive strategic insight.
- The Board was informed that, if approved, the back-office services agreement with Harness would take effect on July 1, 2026, following Board approval at the June 14 meeting.

Norris Gunby made a motion to Approve the New Back Office Provider, Harness.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.
Joe Kolkowitz left at 8:13 PM.

E. Discuss and Vote on the Attendance Recovery Policy Program and Related Attendance Items

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

- Mr. Camp, Administrative Director, presented the proposed Attendance Recovery Program and requested Board approval.
- Explained that the program was established under California Senate Bill 153 and SB 176 and allows schools to recover lost attendance credit for eligible student absences.
- Stated that participation is voluntary and non-punitive for students.
- Explained that eligible students may recover up to 10 full-day excused or unexcused absences per school year.

Purpose and Fiscal Impact

- Mr. Camp emphasized that student enrollment establishes the maximum funding a school can receive, but Average Daily Attendance (ADA) determines actual revenue.
- Explained that, using current enrollment projections, low attendance rates can result in significant lost funding.

- Reported that at an ADA rate of approximately 94.7%, the school could be leaving an estimated $1.94 million in revenue unclaimed.
- Explained that the program provides an opportunity to recapture ADA funding by allowing students to make up qualifying absences through additional instructional time.

Program Structure

- Student absences are verified through the school's Student Information System (SIS).
- Attendance recovery sessions must occur outside the regular school day, including:
    - After-school programs.
    - Weekend sessions.
    - Summer school.
    - Winter intersession.
    - Other intersession periods.
- Sessions must be supervised by a highly qualified teacher.
- Standard staffing ratio is 20 students to 1 teacher.
- Additional qualified personnel, such as administrators or paraprofessionals, may be added when enrollment exceeds ratio limits.
- Each session must provide at least 60 minutes of instructional time.
- Example provided:
    - Two 2-hour tutoring sessions during a week would satisfy requirements for recovering one day of attendance credit for participating students.
- Recovered attendance accumulates over time and can generate significant ADA recovery.

Student Eligibility
Eligible Students

- Students enrolled in grades 9–12.
- Students currently enrolled in the school's on-campus instructional program.
- Students with either excused or unexcused full-day absences.
- Students participating in independent study programs for fewer than 15 consecutive days.

Not Eligible

- Students receiving services off-campus, including students enrolled in non-public schools.
- Students participating in independent study for more than 15 consecutive days.
- Students with partial-day absences.
- Students attempting to recover more than the maximum 10 days allowed annually.

Compliance, Oversight, and Accountability

- The Executive Director will designate a program lead.
- The program requires annual reporting regarding:
    - Student participation.
    - ADA recovered.
    - Audit findings.
- The Chief Business Officer will ensure:
    - SIS configuration for attendance recovery tracking.
    - Proper CalPADS reporting.
    - Compliance with state certification timelines.
- The Attendance Team will:
    - Conduct monthly internal audits.
    - Reconcile session logs with SIS records and CalPADS data.
- Attendance recovery does not remove or erase the original absence.
- Absences remain on student records while recovered ADA is tracked separately for funding purposes.
- Staff will receive written guidance regarding:
    - Session requirements.
    - Student-teacher ratios.
    - Documentation procedures.
    - Compliance expectations.

Board Discussion Regarding Oversight

- A Board member expressed concern that annual reporting alone would not provide sufficient oversight because issues would only be identified after program completion.
- The Board discussed requiring more frequent reporting.
- Suggestions included quarterly or semester-based updates.
- Mr. Camp clarified that annual reporting is the minimum requirement necessary for audit compliance, but additional reporting could be added by Board direction.
- Board members agreed that stronger oversight reporting should be incorporated into the policy language before approval.

Clarification of Program Purpose

- Mr. Camp addressed misconceptions that the program is intended only for chronically absent students.
- Explained that the program can support a wide variety of academic interventions and enrichment opportunities.
- Potential uses include:
    - After-school tutoring.
    - Academic intervention programs.
    - Saturday School and Saturday Academies.
    - AP Writing Labs.

    - AP STEM Labs.
    - Small-group academic support sessions.
- Explained that the program creates opportunities to fund instructional support that may have previously been limited by budget constraints.
- Teachers leading these sessions can be compensated while the school simultaneously recovers ADA revenue.

Financial Viability

- A Board member questioned whether participation levels would be sufficient to offset staffing costs.
- Mr. Camp stated that approximately five students attending a session would cover teacher costs and achieve a financial break-even point.
- Attendance beyond that threshold would generate additional net benefit to the school.

Attendance Incentives and Student Engagement

- Mr. Camp noted that the program could become part of broader attendance improvement strategies to be presented at a future Board meeting.
- Explained that the program may serve as a positive incentive for students to reengage with school.
- Stated that students nearing attendance-related consequences could participate in recovery opportunities to demonstrate renewed engagement.
- Referenced the existing 18-day attendance rule for prom eligibility as an example where attendance recovery could provide students with a pathway to improve standing.

Discussion Regarding Students with Disabilities

- Board members emphasized that attendance policies must account for legal protections related to:
    - Individualized Education Programs (IEPs).
    - Section 504 Plans.
- Concern was raised about statements referring to “all students,” noting that certain attendance-related consequences may not apply uniformly because of state and federal requirements.
- Mr. Camp clarified that all students may participate in attendance recovery opportunities, but implementation of attendance consequences must remain compliant with applicable laws and student protections.
- Board members stressed the importance of clearly distinguishing attendance recovery participation from disciplinary or eligibility consequences.

Alexandra Ramirez made a motion to Approve the Attendance Recovery Policy Program and Related Attendance Items with the correction of presenting to the board at the end of the semester.

Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Ronald Laws	Absent
Joe Kolkowitz	Absent

Steven Kofahl made a motion to to approve with that addendum the Attendance Recovery Policy Program and related Attendance Items.
Norris Gunby seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Alexandra Ramirez	Aye
Joe Kolkowitz	Absent
Brad Wright	Aye
Norris Gunby	Aye
Steven Kofahl	Aye
Linda Ibach	Aye
Ronald Laws	Absent

VI. Finance Discuss

A. Discuss the April 2026 Financial Update

- Mr. Delgado, Chief Business Officer (CBO), presented the April 2026 Financial Update to the Board.
- Reviewed activity within the fundraising account, general account, Associated Student Body (ASB) trust accounts, accounts payable (AP), and district credit card expenditures.
- Reported that the fundraising account reflected a payment to Chartwells Dining Services related to cafeteria and food service operations.
- Explained that general account expenditures primarily consisted of standard operational costs, including:
    - Salaries and wages.
    - Employee benefits.
    - Pension contributions and related obligations.
- Stated that student body-related expenditures and operational costs were already incorporated into the district's financial forecast and budget planning.

Associated Student Body (ASB) Trust Accounts

- Reviewed ASB trust account expenditures connected to student extracurricular activities and athletics.
- Reported that ASB expenditures included:
    - Color guard competitions.
    - Volleyball activities.

    - Basketball-related expenses.
- Clarified that ASB expenditures were paid from designated student trust funds rather than the district's general operating budget.

Accounts Payable (AP) Review

- Mr. Delgado reviewed the district's accounts payable report, which included a wide range of operational expenses.
- Categories of expenditures discussed included:
    - Senior awards and graduation activities.
    - Emergency food purchases.
    - Charter school consulting services.
    - Substitute teacher and staffing costs.
    - Career Technical Education (CTE) expenditures.
    - Technology and development purchases.
    - Special education services.
    - Facilities and maintenance expenses.
    - Marketing and promotional expenditures.
    - Athletic field improvements and facility enhancements.
    - Custodial and restroom-related supplies.
    - Senior Night materials and banners.
- Reported that one of the largest expenditures reflected in the report was approximately $121,730 for Grad Nite Disney tickets.

Technology and Development Purchases

- Explained that the district recently purchased a sandbox/testing environment to support personnel automation and systems development efforts.

Facilities and Maintenance

- Reported that significant facilities and maintenance expenditures were associated with preparing the campus for end-of-year activities, graduation events, and upcoming school functions.

Credit Card Expenditure Report

- Mr. Delgado presented the April 2026 district credit card expenditure summary.
- Explained that district credit cards are used for operational and program-related purchases, with detailed backup documentation provided for all charges.
- Credit card expenditure categories discussed included:
    - Utility charges.
    - Retreat expenses and registration fees.
    - Festival registration costs.
    - Camp-related expenditures.
    - Legacy tournament expenses.

- Departmental retreat and activity expenses.
- Conference attendance costs.
- Athletic practice field needs.
- Concession stand supplies and operational purchases.

- Clarified that the summary report provides an overview of activity while the Board packet contains detailed transaction records supporting each expenditure.
- Board discussion primarily focused on reviewing operational spending categories and understanding the purpose of the reported expenditures.
- No formal action was taken beyond review and discussion of the financial update.

B. Discuss the April 2026 Investment Update

Mr. Delgado, Chief Business Officer (CBO), presented the April 2026 Financial Update and provided an overview of the organization's investment performance and cash management activities.

- Reported that investment holdings managed through fiduciary management services experienced a gain of approximately 4.5% for the month, with year-to-date performance reaching approximately 7%.
- The Board reviewed the organization's annuity and bank investment holdings, including:
  - Two-year investments with City National Bank.
  - Treasury bill (T-bill) accounts.
- Mr. Delgado noted that City National Bank had recently released updated interest rates and investment information.

Board Discussion Regarding Investment Strategy

- A Board member inquired whether any guidance had been received regarding portfolio rebalancing amid current market conditions.
- Mr. Delgado reported that he had participated in a lengthy meeting with the organization's investment advisors from Beacon Point to review the overall investment portfolio and market outlook.
- Explained that economic and market conditions remain highly uncertain, making it difficult to predict future performance.
- Stated that, based on the advisors' recommendations, management does not plan to make significant portfolio changes at this time.
- Reported that the recommendation was to remain invested and maintain the current strategy, as historical market performance generally supports a long-term, disciplined approach during periods of volatility.

VII. School Business Discuss

A. Discuss Future and Potential Graduation Requirements

Discuss Future and Potential Graduation Requirements

- Mr. Hussey, Executive Director, informed the Board of upcoming and potential changes to graduation requirements driven by new state mandates and school improvement initiatives.
- Explained that beginning with the Class of 2030, students will be required to complete an Ethnic Studies course as a new state-mandated graduation requirement.
- Reported that implementation of the Ethnic Studies requirement will likely necessitate the hiring of at least one, and potentially two, additional social studies teachers beginning next school year.
- Stated that the state has also established a Personal Finance course requirement for the Class of 2031, which is expected to require additional staffing and budget considerations in future years.
- Explained that administration is evaluating the addition of a third year of mathematics as a local graduation requirement to address concerns that many students stop taking math after meeting the current minimum requirement, resulting in weaker academic performance and lower standardized test readiness.
- Reported that approximately 150–200 students currently do not enroll in math during their junior year, prompting discussion about strengthening math course requirements.
- Stated that a formal proposal regarding the additional math requirement is expected to be presented to the Board in June for consideration and possible action.
- Emphasized that the Ethnic Studies and Personal Finance requirements are mandated by the state, while the proposed third year of math remains a school-level decision.
- Discussion included the anticipated timeline for implementation, with:
    - Ethnic Studies staffing needed as early as next year.
    - Math and Personal Finance requirements potentially requiring additional staffing within the next two years.
- Administration indicated that Ethnic Studies would likely be incorporated into the ninth-grade curriculum, aligned with existing freshman coursework.
- Explained that the proposed Personal Finance course would likely be offered in twelfth grade to better prepare students for financial responsibilities after graduation.
- Board members acknowledged that the proposed changes would require additional teaching positions and budget adjustments but expressed support for continued discussion and evaluation of the potential benefits to student achievement.
- Confirmed that the state requirement calls for a general Ethnic Studies course.

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

Discussion of the Local Control Accountability Plan (LCAP)
Overview of the LCAP Process

- Dr. Clark provided an overview of the Local Control Accountability Plan (LCAP), a three-year strategic planning document required for all California public schools and charter schools.
- Explained that the LCAP guides how the school allocates funding received through the Local Control Funding Formula (LCFF).
- Reported that LCFF funding represents the majority of the school's revenue, with approximately $35 million of the projected $46 million budget coming from LCFF funding.
- Emphasized that the LCAP reflects stakeholder priorities and outlines how resources will be used to improve student outcomes.
- Clarified that the presentation was informational only and that no Board action was required at the meeting.
- Stated that feedback from Board members and stakeholders would be incorporated before the final LCAP is presented for approval at a future Board meeting.

Annual Update on Current LCAP Goals
Goal 1 – Academic Achievement

- Expanded academic intervention supports through:
    - Study skills courses.
    - After-school tutoring.
    - In-class interventions.
    - Instructional aide support in core English and Math classes.
- Continued benchmark assessments using MAP Growth.
- Provided professional development focused on:
    - Data-driven instruction.
    - Academic discourse.
    - Literacy strategies.
    - Differentiated instruction.
    - Support for English Learners and students with disabilities.
- Strengthened technology access through the school's one-to-one device initiative.
- Increased collaboration among teachers through instructional teams and high-leverage practice sessions.
- Positive outcomes included:
    - Increased participation in intervention programs.
    - Improved course completion rates.
    - Improved teacher collaboration.
    - Growth in ELA achievement, with ELA identified as a high-performing area by charter oversight officials.
- Challenges remained in:
    - Mathematics achievement.

    - Performance gaps among student subgroups, including English Learners, students with disabilities, African American students, foster youth, and homeless students.

Goal 2 – College and Career Readiness

- Maintained comprehensive counseling services and post-secondary planning supports.
- Expanded:
    - AP course opportunities.
    - Dual enrollment participation.
    - Credit recovery programs.
    - Summer learning opportunities.
    - FAFSA completion support.
- Positive outcomes included:
    - Increased FAFSA completion rates.
    - Higher AP enrollment.
    - Increased dual enrollment participation.
    - Greater participation in summer programs and college/career workshops.
- Areas needing improvement included:
    - A–G completion rates among student subgroups.
    - AP participation among underserved groups.
    - Graduation rates for English Learners and students with disabilities.
    - College and Career Indicator outcomes for targeted student populations.

Goal 3 – Family and Community Engagement

- Expanded opportunities for stakeholder participation through:
    - School Site Council meetings.
    - LCAP meetings.
    - ELAC meetings.
    - Parent engagement activities.
- Increased use of communication platforms including:
    - Aeries.
    - Canvas.
    - Newsletters.
    - Digital messaging systems.
- Stakeholder feedback identified the need for:
    - More direct communication with teachers and administrators.
    - Greater transparency regarding student academic progress.
    - Additional parent education workshops.
    - More consistent communication across departments.
    - Increased multilingual support.
    - Easier access to information regarding school programs and pathways.

    - Improved clarity and consistency within the student-parent handbook.

Goal 4 – School Climate, Attendance, and Student Wellness

- Continued implementation of:
    - School-based mental health supports.
    - Wellness Center services.
    - Positive Behavioral Interventions and Supports (PBIS).
    - School safety and supervision systems.
    - Attendance outreach efforts.
- Positive outcomes included:
    - Strong utilization of the Wellness Center.
    - Increased student participation in school activities.
    - Reduced behavioral incidents among students receiving targeted interventions.
- Areas requiring further attention included:
    - Chronic absenteeism.
    - Excessive tardiness.
    - Consistent PBIS implementation.
    - Family involvement in attendance interventions.
    - Student connectedness and belonging.
    - Concerns regarding race- and religion-related incidents.
    - Clearer discipline policies and behavioral expectations.

Proposed 2026–2029 LCAP Priorities
Schoolwide Theory of Action

- Dr. Clark explained that the proposed LCAP is built on the belief that:
    - Strengthening literacy.
    - Improving attendance.
    - Addressing subgroup-specific needs through aligned systems.
- Will lead to improved academic achievement and greater educational equity.

Baseline Performance Data

- Reported current ELA proficiency at 63.1% meeting or exceeding standards, representing approximately a 7% increase.
- Reported current Math proficiency at 40% meeting or exceeding standards, showing improvement but remaining below desired levels.
- Reported attendance rates at approximately 95–96%.
- Noted that the special education subgroup demonstrated measurable growth in both ELA and Math compared to prior years.
- Administration acknowledged positive trends but emphasized that subgroup achievement gaps remain a significant concern.

Proposed LCAP Goals for the Next Three-Year Cycle

Goal 1 – Academic Achievement

- Embed literacy practices across all content areas.
- Strengthen instructional coherence schoolwide.
- Expand intervention programs and progress monitoring.
- Increase equitable access to rigorous coursework.
- Established long-term achievement goals of:
    - Approximately 71% proficiency in ELA.
    - Approximately 52% proficiency in Math.

Goal 2 – Equity and Subgroup Achievement

- Increase targeted interventions for:
    - English Learners.
    - African American students.
    - Students with disabilities.
    - Foster youth and homeless students.
- Expand subgroup monitoring and data analysis.
- Increase culturally responsive instructional practices and supports.

Goal 3 – Parent, Family, and Community Engagement

- Develop a parent resource video repository explaining:
    - Aeries.
    - Canvas.
    - Course pathways.
    - School procedures and resources.
- Review and clarify the student-parent handbook.
- Increase department-level engagement opportunities for families.
- Expand parent education and communication efforts.

Goal 4 – Attendance and School Climate

- Strengthen attendance interventions through:
    - Student Attendance Review Team (SART).
    - Student Attendance Review Board (SARB).
    - Attendance recovery programs.
- Expand counselor and family intervention efforts.
- Improve implementation of PBIS.
- Increase monitoring of attendance and discipline data by subgroup.
- Enhance student connectedness and school belonging initiatives.

Board Discussion and Feedback

- Board members requested additional time to review the draft LCAP and provide written feedback before final adoption.

- Dr. Clark encouraged Board members to submit recommendations during the revision period before the June Board meeting.
- A Board member expressed concern that many subgroup achievement issues have persisted across multiple LCAP cycles and questioned whether current strategies are producing meaningful gains.
- The Board emphasized the importance of measurable improvement, particularly for historically underserved student groups.
- Dr. Clark acknowledged that subgroup performance has remained a longstanding challenge and agreed that more focused interventions and accountability measures are necessary moving forward.
- Administration reiterated that reducing subgroup achievement gaps and improving educational equity will be central priorities of the new three-year LCAP cycle.

Steven Kofahl left at 9:01 PM.

C. Executive Director Update

Facilities and Capital Improvement Updates

- Administration reported that the new front campus marquee is scheduled to be completed before graduation.
- Provided an update on the stadium bleacher replacement project, noting that the timeline has been extended and completion is now projected for Summer 2027.
- Explained that the bleacher project, which involves replacing existing planks with aluminum components, has been in development for approximately four years due to various delays.
- Indicated that the stadium bleacher project may be completed in multiple phases to facilitate progress.
- Announced plans to replace worn tables and benches in Anderson Hall due to significant wear and tear.
- Noted that existing table-locking mechanisms have sustained damage from heavy use and misuse.
- Estimated the cost of replacing or upgrading the locking mechanisms at approximately $8,000.
- Reported that the main gym bleacher renovation has experienced several schedule changes and is now anticipated to be completed by April 2027.
- Clarified that LAUSD will fund the gym bleacher project.
- Shared plans to complete repairs to the school track during the summer months.
- Provided an update on the campus heating and air conditioning project, stating that construction work will likely extend beyond the summer.
- Explained that temporary steel plates will be installed over excavation areas to improve campus appearance and accessibility during graduation ceremonies.

Technology and Cybersecurity Update

- Administration informed the Board that Instructure, the parent company of the Canvas learning management system, recently experienced a cybersecurity incident.
- Reported that the school's Canvas services were unavailable for approximately one and a half days as a result of the incident.
- Stated that the school is awaiting additional information from Instructure regarding whether any school data was compromised.
- Explained that the primary information accessible through Canvas accounts consists of student school email addresses, reducing the likelihood of significant data exposure.
- Noted that the school maintains internal cybersecurity protections, including firewalls and security systems, to protect local networks and systems.
- Clarified that when third-party vendors experience security breaches, schools are dependent on those vendors' security measures and response efforts.
- Confirmed that technology-related incident response procedures are in place.
- Mentioned that some educational institutions have begun receiving legal inquiries related to the Canvas cybersecurity breach, though the school has not received any such communications.

End-of-Year School Activities

- Reported that only 10 regular instructional days remained in the school year before final examinations.
- Highlighted several upcoming events, including:
    - Dance performance scheduled during the following week.
    - VAPA Night scheduled for May 26.
    - Senior Awards Ceremony scheduled for May 27.
    - Prom scheduled for May 30.
    - Final examinations scheduled for June 1–3.
    - Graduation ceremony scheduled for the following Friday.
- Expressed appreciation for the successful school year and optimism about finishing the year positively.

Athletics Update

- Announced that the baseball team had advanced to the semifinals and was scheduled to compete at Cal State Northridge.
- Reported that the softball team was awaiting playoff placement information and was projected to receive a high seed in the Open Division.
- Shared that the track team had recently competed in the city preliminary competitions.
- Concluded by recognizing the accomplishments of student-athletes and describing the year as productive and successful.

D.

Chief Business Officer Update

Governor Newsom's 2026–27 May Revision Budget Highlights

- Mr. Delgado provided an overview of key components of Governor Newsom's recently released 2026–27 state budget proposal and discussed potential impacts on the organization.
- Reported that the Governor fully funded the statutory 2.87% Cost of Living Adjustment (COLA) and included an additional discretionary increase, resulting in a total 4.31% LCFF COLA.
- Explained that the additional funding is intended to:
    - Help offset declining student enrollment statewide.
    - Support school districts in meeting new state mandates and obligations.
- Reported that the budget proposal includes up to 14 weeks of paid pregnancy disability leave for all employees, representing a significant increase in employee benefits.

Special Education Funding

- Reported that the Governor is proposing an increase in special education funding from approximately $1,000 per ADA to $1,340 per ADA.
- Explained that the increase would provide additional resources to support special education programs and services.

One-Time Funding Initiatives

- Highlighted several one-time funding initiatives included in the proposal, including:
    - Expansion of the Student Support Block Grant from approximately $2 billion to $5 billion.
    - Funding equivalent to approximately $504 per student (ADA).
    - Continued support for literacy coaches and reading specialists through June 2031.
    - $30 million statewide for a Teacher Residency Technical Assistance Program.
    - $15 million for the 21st Century School Leadership Academy.

Additional Discussion

- Mr. Delgado noted that the proposals remain subject to legislative review and final approval.
- Informed the Board that he would be attending additional budget revision workshops and trainings.
- Stated that administration would provide a more comprehensive analysis and actionable guidance as further information becomes available.

Board Chair Brad Wright provided a brief update to the Board.

- Mr. Wright indicated that Dr. Lyon's presentation constituted the primary update for this agenda item.
- No additional Board Chair matters, action items, or discussion topics were reported.
- Following the update, Mr. Wright announced that all business items on the agenda had been completed.

VIII. Closing Items

A. Adjourn Meeting

Linda Ibach made a motion to Adjourn the meeting.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:16 PM.

Respectfully Submitted,
Vania Rodriguez

Coversheet

Approve Minutes of the May 14, 2026 Campus Safety and Security (Ad Hoc) Committee Meeting

Section: II. Consent
Item: C. Approve Minutes of the May 14, 2026 Campus Safety and Security (Ad Hoc) Committee Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Campus Safety and Security (Ad Hoc) Committee Meeting on May 14, 2026

APPROVED

El Camino Real Charter High School

Minutes

Campus Safety and Security (Ad Hoc) Committee Meeting

5-14-2026 Campus Safety and Security (Ad Hoc) Committee Meeting

Date and Time
Thursday May 14, 2026 at 5:15 PM

Location
El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

The Campus Safety and Security Committee Meeting 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" CAMPUS SAFETY AND SECURITY COMMITTEE MEETING.

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

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

3. 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 Committee Meetings must be made in person.

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

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

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

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

Committee Members Present
Brad Wright, Joe Kolkowitz, Ronald Laws

Committee Members Absent
None

Committee Members who arrived after the meeting opened
Ronald Laws

Guests Present
David Hussey, Vania Rodriguez

I. Opening Items

A. Record Attendance

Ronald Laws arrived at 5:17 PM.

B. Call the Meeting to Order

Brad Wright called a meeting of the Campus Safety and Security Committee Committee of El Camino Real Charter High School to order on Thursday May 14, 2026 at 5:15 PM.

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

Mrs. Larew led the Pledge of Allegiance

El Camino Real Charter High School Governing Board Regular Meeting Agenda - Thursday, June 25, 2026 at 5:30 PM
El Camino Real Charter High School Governing Board Regular Meeting Minutes - Tuesday, May 19, 2026 at 5:30 PM

Adjourn Meeting

Joe Kolkowitz made a motion to Adjourn the meeting.
Ronald Laws seconded the motion.
The committee **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 5:28 PM.

Respectfully Submitted,
Vania Rodriguez

Coversheet

Approve Minutes from the May 21, 2026 Regular Board Meeting

Section: II. Consent
Item: D. Approve Minutes from the May 21, 2026 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on May 21, 2026

APPROVED

El Camino Real Charter High School

Minutes

Regular Board Meeting

Date and Time
Thursday May 21, 2026 at 7:15 PM

Location
El Camino Real Charter High School - Media Center

5440 Valley Circle Woodland Hills CA 91367

Meeting can also be seen and heard at:

North Campus - 7401 Shoup Ave. West Hills CA 91307

REGULAR BOARD MEETING

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

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

PUBLIC COMMENTS

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

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

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

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

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

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

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

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

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

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

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

Directors Present
Alexandra Ramirez, Brad Wright, Linda Ibach, Norris Gunby

Directors Absent
Joe Kolkowitz, Ronald Laws, Steven Kofahl

Guests Present
David Hussey, Vania Rodriguez

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Thursday May 21, 2026 at 7:18 PM.

B. Record Attendance and Guests

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

Mr. Valencia led everyone in the pledge allegiance

D. Public Comments

No public comments
Moved into close session at 7:19 p.m.

II. Reconvene to Open Session

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

The Regular Board Meeting reconvened to open session at approximately 7:50 p.m. following closed session.

The Board reported that there was no reportable action taken during closed session.

III. School Business

A. Discuss and Vote to Determine the Salary Range of the Chief Academic Officer Position

Norris Gunby made a motion to Approve the Salary Range of the Chief Academic Officer Position.
Alexandra Ramirez seconded the motion.
Mrs. Ramirez reviewed the proposed salary range for the Chief Academic Officer ("CAO") position. Administration presented a five-step salary schedule with a proposed range of approximately $184,000 to $199,167.52 annually.

The proposed salary schedule was presented as follows:

Step Annual Salary
Step 1 $184,000
Step 2 $187,680
Step 3 $191,433.60
Step 4 $195,262.27
Step 5 $199,167.52
The board **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Adjourn Meeting

Alexandra Ramirez made a motion to adjourn the meeting.
Norris Gunby seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:52 PM.

Respectfully Submitted,
Vania Rodriguez

Coversheet

Approve the May 2026 Check Registers

Section: II. Consent
Item: E. Approve the May 2026 Check Registers
Purpose: Vote
Submitted by:
Related Material:
Agenda_Item_III._B_1_-May_2026_Check_Register_1761_General_Account.pdf
Agenda_Item_III._B_3_-May_2026_Check_Register_1826_ASB_Trust_Account.pdf
Agenda_Item_III._B_4_-_ClubTrust_Report_05-31-2026 (1).pdf
May_2026_Check_Register_1796_AP_Account.pdf

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1761 General

MAY 2026

Total $375,558.86

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
PenServ Plan Services	ACH260504-01	5/4/2026	403(B) Funding Payroll period: Semimonthly 04/16/2026 - 04/30/2026	$42,532.25	General Operations	0000-0 General
PenServ Plan Services	ACH260505-01	5/5/2026	403(B) Funding Payroll period: Semimonthly 04/16/2026 - 04/30/2026	$50.00	General Operations	0000-0 General
Self Insured Schools of California	ACH260506-01	5/6/2026	SISC HEALTH- MAY 2026	$331,971.78	Administrative	0000-0 General, 1400-0 Education Protection Account, 6500-0 Special Education, 6770 - Arts and Music in Schools (AMS)- (Prop 28)
Purchase Power (Pitney Bowes)	ACH260514-01	5/14/2026	POSTAGE REFILL - April till July 2026	$301.56	General Operations	0000-0 General
PenServ Plan Services	ACH260519-01	5/19/2026	Semimonthly 04/01/2026 - 04/15/2026	$703.27	General Operations	0000-0 General

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1826 ASB Trust

MAY 2026

Total $119,601.03

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
2035 Countdown Printables	3877	5/5/2026	INV 33633-1, Class of 2026 Graduation Stoles, TRUST- PO02321	$1,571.02	ASB General	9150-0 Trust/Club
5975 Sunset Builders Inc	3878	5/5/2026	4/10/26, Lighting Installation for JV Clubhouse - PO02343	$850.00	TRUST - Baseball	9150-0 Trust/Club : 1100 Athletics
6002 Kyle Vincent Carillo Manolong	3879	5/5/2026	04/2026, Percussion Instruction - PO02362	$400.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
425 Alicia Benites	3880	5/5/2026	4/16-4/20, Reimbursement for food, Chaperoning STEP Competition in Dallas, Texas	$176.96	TRUST - Step	9150-0 Trust/Club : 1000 ASB
368 614681 Stephanie Franklin	3881	5/5/2026	2026 Reimbursement for food, dry cleaning and water for ACADECA Team	$240.19	TRUST - AcaDeca	9150-0 Trust/Club
4265 Grand G&G Inc.	3882	5/8/2026	05/2026, INV 108588 Student Store Snack Inventory	$1,257.47	ASB General	9150-0 Trust/Club : 1000 ASB
5395 Courtney Coffey	3883	5/8/2026	04/2026, Colorguard Coaching - PO02363	$600.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
5424 Ameci Pizza	3884	5/11/2026	#6701, 5/11/26 Softball Pizza - PO02458	$102.91	TRUST - Softball	9150-0 Trust/Club : 1100 Athletics
5391 Instrumentalist Awards LLC	3885	5/14/2026	2025-2026, Instrumentalist Student Awards - PO02330	$1,967.00	TRUST - Band	9150-0 Trust/Club
2035 Countdown Printables	3886	5/14/2026	05/2026, INV 33762-1, Boys Soccer T-Shirts	$962.80	TRUST - Boys Soccer	9150-0 Trust/Club : 1100 Athletics
4265 Grand G&G Inc.	3887	5/19/2026	INV 108786, Student Store Snack Inventory - PO12815	$1,876.40	ASB General	9150-0 Trust/Club : 1000 ASB
6030 Hacienda Tapatio	3888	5/15/2026	05/17/2026, Girls Basketball Banquet - PO02503	$2,400.00	TRUST - Girls Basketball	9150-0 Trust/Club : 1100 Athletics
4853 Drizen-dohs Corporate Communications, Inc.	3889	5/19/2026	2025-2026, INV 8532, ECR Basketball Varsity Posters Season - PO02419	$303.26	TRUST - Boys Basketball	9150-0 Trust/Club : 1100 Athletics
1833 Amazon	3890	5/19/2026	03/2026, INV 1G7M-J3X9-PFVC, Student Council Amazon Supplies - P02050-ASB General	$19.99	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3891	5/19/2026	03/2026, INV 1QLL-7GKY-46WV, Student Council Amazon Supplies - P02001-ASB General	$44.87	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3892	5/19/2026	04/2026, INV 1DLF-1YX1-49LX, Graduation Amazon Supplies - P02051-TRUST - Grad Class 2026	$226.02	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
5219 CCIDM Inc.	3893	5/19/2026	Voided	-	TRUST	9150-0 Trust/Club
5866 Daniela M Lomeli	3894	5/19/2026	03/2026-04/2026, Coaching - PO02397	$300.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
4586 PNK enterprises, Inc (Anderson Trophy Co.)	3895	5/19/2026	05/2026, INV 730182, Plaques for Boys Basketball , PO02420	$887.95	TRUST - Boys Basketball	9150-0 Trust/Club : 1100 Athletics
5881 Sunset On the 5th LLC	3896	5/20/2026	05/20/2026, Venue Rental - PO02513	$1,100.00	ASB General	9150-0 Trust/Club : 1000 ASB
6021 Diego Villegas	3897	5/20/2026	04/2026, Spring 2026 Winter Percussion Coaching - PO02418	$800.00	ASB General	9150-0 Trust/Club : 1000 ASB
5424 Ameci Pizza	3898	5/20/2026	05/20/2026, Pizza for Student Council - PO02519	$143.33	ASB General	9150-0 Trust/Club
5095 Matthew Wright	3899	5/20/2026	04/17-4/19/2026, INV ECR-CG-2026-04, Winter Season Championships Expenses - PO02414	$3,972.27	TRUST - Band	9150-0 Trust/Club : 1000 ASB

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1826 ASB Trust

MAY 2026

Total $119,601.03

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
1833 Amazon	3900	5/21/2026	03/2026, INV 1W4M-YJCQ-4CM6, ECR Step uniforms for National Step Competition - PO02077-TRUST - Step	$1,673.55	TRUST - Step	9150-0 Trust/Club
1833 Amazon	3901	5/21/2026	03/22/2026, INV 1J9Q-7HVW-4M47, Student Council Champion Sports Tally and Pitch Counter - PO02095-ASB General	$60.96	ASB General	9150-0 Trust/Club : 1000 ASB
1945 Brooks Transportation Inc.	3902	5/21/2026	04/04/2026, INV 28648, Bus Transportation to Los Osos HS for Colorguard competition - PO02465	$1,525.00	TRUST - Band	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3903	5/21/2026	03/2026, INV 1QLL-7GKY-4VKW, Amazon Supplies - P02014-ASB General	$120.71	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3904	5/21/2026	03/2026, INV 1W4M-YJCQ-4CM6, Blank Cards for StuCo - P02043-TRUST - Grad Class 2026	$63.76	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB
5424 Ameci Pizza	3905	5/21/2026	05/21/2026, INV 6715, Pizza for student athletes - PO02541	$321.57	ASB General	9150-0 Trust/Club
5424 Ameci Pizza	3906	5/21/2026	05/21/2026,INV 6716, Pizza to sell for vendor fair - PO02531	$130.60	ASB General	9150-0 Trust/Club
5217 LOC Enterprises LLC	3907	5/21/2026	INV 30, Grip Socks for Girls Soccer Team - PO02299	$823.13	TRUST - Girls Soccer	9150-0 Trust/Club : 1100 Athletics
3066 Trophyman/Best Buy Trophy	3908	5/21/2026	INV 21746, Plaque awards for Football Players - PO1388	$2,326.70	TRUST - Football	9150-0 Trust/Club : 1000 ASB
6010 Green Leaf Karts, LLC	3909	5/26/2026	INV 73629, Golf Cart - New tires, batteries, cables and charger - PO02556	$4,477.75	Football	9150-0 Trust/Club : 1100 Athletics
2444 Picture Perfect Graphics	3910	5/27/2026	INV 4741, Graduation Stoles for class of 2026 - PO02553	$658.50	TRUST - Cross Country	9150-0 Trust/Club : 1100 Athletics
2444 Picture Perfect Graphics	3911	5/27/2026	04/2026, INV 4713, Senior banner for Track and Field Team - PO02358	$1,208.80	TRUST - Track & Field	9150-0 Trust/Club : 1100 Athletics
5012 German Hernandez (Monarca Mexican Restaurant)	3912	5/28/2026	05/2026, ECR Soccer Banquet Food - PO02554	$1,308.70	TRUST - Boys Soccer	9150-0 Trust/Club : 1100 Athletics
1833 Amazon	3913	5/28/2026	03/26, INV 1TVJ-XCWL-FVK3, Uniforms for ECR Step Competition - PO02134-TRUST - Step	$93.11	TRUST - Step	9150-0 Trust/Club
1833 Amazon	3914	5/28/2026	03/2026, INV 16QN-QGXT-LW39, Earth day Supplies (Gummy worms, Oreos, pudding, environmentally friendly bowls, spoons, rocks & markers - PO02178-ASB General	$322.49	ASB General	9150-0 Trust/Club
1833 Amazon	3915	5/28/2026	03/2026, INV 16HX-RLJW-LQM9, StudCo Classroom Supplies - PO02113-ASB General	$120.08	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3916	5/28/2026	03/2026, INV 1RGT-QKGT-GX3J, Prize for ECR's Got Talent Winner - PO02111-ASB General	$54.82	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3917	5/28/2026	04/2026, INV 1N19-3JQH-6K6R, Amazon Supplies needed to advertise prom - PO02185-ASB General	$128.42	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3918	5/28/2026	04/2026, INV 16D1-1R9C-1FTX, Amazon Supplies Women's History Month - PO02043-ASB General	$91.83	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3919	5/28/2026	04/2026, INV 1MJN-TYQL-6TVL, Amazon Supplies - PO02190-ASB General	$72.72	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3920	5/28/2026	04/2026, INV 1FMG-QGVF-76V3, Earth day Environmentally Friendly Supplies - PO02178-ASB General	$87.63	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3921	5/28/2026	04/2026, INV 11RP-GQHK-4QRM, Chocolates for Club of the Month Prize - PO02182-ASB General	$39.46	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3922	5/28/2026	04/2026, INV 16J6-73XF-WPNK, Publicity Amazon Supplies - PO02190-ASB General	$39.50	ASB General	9150-0 Trust/Club : 1000 ASB

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1826 ASB Trust

MAY 2026

Total $119,601.03

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
1833 Amazon	3923	5/28/2026	04/2026, INV 1KWK-4MLY-Q6JW, Advertise powderpuff materials - PO02184-ASB General	$825.91	ASB General	9150-0 Trust/Club : 1000 ASB
5424 Ameci Pizza	3924	5/28/2026	06/2026, INV 6728, Pizza for Girls Lacrosse - PO02569	$132.79	ASB General	9150-0 Trust/Club
1833 Amazon	3925	5/28/2026	04/2026, INV 1K9M-7LJ3-WXRH, Amazon Supplies to Advertise Prom - PO02185-ASB General	$71.16	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3926	5/28/2026	04/2026, INV 1JYH-TGXX-Q3QH, Earth Day Supplies Environmentally Friendly - PO02178-ASB General	$91.51	ASB General	9150-0 Trust/Club : 1000 ASB
1833 Amazon	3927	5/28/2026	04/2026, INV 169Y-WKKK-X1QF,Uniforms for Step Competition - PO02216-TRUST - Step	$27.43	TRUST - Step	9150-0 Trust/Club
2853 First Class Events	3928	5/29/2026	05/2026, INV 263005, Prom 2026 Final Invoice -PO02586	$82,500.00	TRUST - Grad Class 2026	9150-0 Trust/Club : 1000 ASB

El Camino Real Charter High School
Trust Balance Report
May 2026

Club	Balance
ASB General	$ 62,556.45
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	$ 3,403.67
TRUST - Baseball	$ 23,293.63
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	$ 16,154.09
TRUST - Boys Golf	$ 937.55
TRUST - Boys Lacrosse	$ 9,866.26
TRUST - Boys Soccer	$ (3,067.86) mailed Ian Kogan regarding the trust deficiency
TRUST - Boys Tennis	$ 1,536.77
TRUST - Boys Volleyball	$ 4,998.11
TRUST - Boys Waterpolo	$ 2,048.27
TRUST - Brett Schmit Memorial Fund	$ 2,319.13
TRUST - CSF	$ 36,013.19
TRUST - Cheerleaders	$ 20,927.50
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	$ 239.68
TRUST - Conquistador For Christ	$ 108.00
TRUST - Creative Writing	$ 2,645.94
TRUST - Cross Country	$ 2,536.30
TRUST - Culinary	$ 194.34
TRUST - DECA	$ 978.40
TRUST - Dance	$ 9,427.35
TRUST - Drama	$ 43,761.13
TRUST - Drone Club	$ 847.78
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	$ 707.00
TRUST - FLEX	$ 40.00
TRUST - Filipino Club	$ 23.96
TRUST - Film Club	$ 17.00
TRUST - Football	$ 133,384.35
TRUST - Forensics Club	$ 58.00
TRUST - French Club	$ 1,453.48
TRUST - Future Homemakers	$ 182.00
TRUST - GSA Club	$ 2,465.26
TRUST - Ganssle Memorial Schol	$ 1,000.00
TRUST - Gifts of Gratitude	$ 35.00
TRUST - Girls Basketball	$ 3,318.85
TRUST - Girls Flag Football	$ 1,410.44
TRUST - Girls Golf	$ 3,507.56
TRUST - Girls Lacrosse	$ 4,937.01
TRUST - Girls Soccer	$ 1,432.32

El Camino Real Charter High School
Trust Balance Report
May 2026

Club	Balance	
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	$ (1,907.22)	($31,414.75) Upcoming funds from Stripe
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	$ 43,179.93	
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	$ 3,693.42	
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	$ 14,637.81	
TRUST - Soil Regeneration Club	$ 91.00	
TRUST - Spanish Honor Soc	$ 440.70	
TRUST - Speak it Forward	$ 150.00	
TRUST - Speech & Debate	$ 176.68	
TRUST - Sports Psychology	$ 110.00	
TRUST - Step	$ (2,426.56)	mailed Evan Coleman regarding the trust deficiency
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	$ 5,623.71	
TRUST - Turning Point USA	$ 85.00	
TRUST - UNICEF	$ 720.22	
TRUST - VAPA Scholarship	$ 2,719.52	
TRUST - VIP Sports	$ 32.00	

El Camino Real Charter High School
Trust Balance Report
May 2026

Club	Balance
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
Total	**$ 566,793.76**

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1796 A/P Account

MAY 2026

Total $692,036.52

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
423 Zelda Tabanou	22139	5/5/2026	Reimbursement for ECR Theatre New York Meals - 3/26-4/1/26	$322.56	Visual and Performing Arts	6762 - Art/Music Block Grant
4554 DemiDec Corporation	22140	5/5/2026	2026-2027, Season Study materials for Academic Decathlon - PO02249	$1,254.83	Academic Decathlon	0000-0 General : 0100-0 Academic Depts
2035 Countdown Printables	22141	5/5/2026	INV 33633-1, Class of 2026 Graduation Stoles - PO02321	$8,620.03	General Academic	0000-0 General : 0100-0 Academic Depts
5604 John Goldman	22142	5/5/2026	03/26/26-04/23/26, INV 3, Jazz Trumpets Coaching - PO02369	$600.00	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
4334 Administrative Services CO-OP Dba Yellow Cab	22143	5/5/2026	03/31/26, INV #, Sped Yellow Cab Services	$5,421.50	Special Education	6500-0 Special Education
2009 Child and Family Guidance Center	22144	5/5/2026	03/26/26, Special Ed Services Northpoint	$5,185.11	Special Education	6500-0 Special Education
4877 Total Education Solutions (TES Therapy)	22145	5/5/2026	03/05/26-03/26/26, INV 13807131, TES Sped Therapy	$450.00	Special Education	6500-0 Special Education
5344 Henry Rosales	22146	5/5/2026	04/2026, Gardening Invoice for Shoup	$1,000.00	Shoup Property	0000-0 General : 0300-0 Operations
3806 T-Mobile US, Inc.	22147	5/5/2026	03/21/2026-04/20/2026, BG & Security Devices, acct 207930869	$664.45	Technology	7425 - Expanded Learning Opportunities (ELO) Grant
5472 Afflux Films LLC	22148	5/5/2026	INV 1224, Spring 2026 CTE Promo Video - P01835	$5,000.00	Career/Voc Ed/Arts	6387-0 CTE
3353 ICON School Management	22149	5/5/2026	04/2026, INV 2384 Charter School Consulting	$3,675.00	General Operations	0000-0 General : 0300-0 Operations
3358 RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	22150	5/5/2026	04/30/2026, 403(B) Plan 2563-4428 Charles Schwab	$4,925.00	General Operations	0000-0 General : 0300-0 Operations
2379 Mutual of Omaha	22151	5/5/2026	05/2026, INV 002086842152, Voluntary Disability Insurance	$1,213.53	General Operations	0000-0 General : 0300-0 Operations
3312 Los Angeles Community College District	22152	5/5/2026	INV AG-00016296, Spring 2025: History required textbook - PO0356	$181.74	Counseling Office	0000-0 General : 0100-0 Academic Depts
3276 Hardwoods Specialty Products US LP	22153	5/7/2026	0013225281 Instructional wood student supplies - PO2408	$3,357.50	Career/Voc Ed/Arts	0000-0 General : 0100-0 Academic Depts
3276 Hardwoods Specialty Products US LP	22154	5/7/2026	0013245525 Instructional wood student supplies - PO2407	$2,500.00	Career/Voc Ed/Arts	6762 - Art/Music Block Grant
6010 Green Leaf Karts, LLC	22155	5/7/2026	73630, Golf Cart parts and service - PO02317	$1,259.07	Buildings and Grounds	0000-0 General : 0300-0 Operations
3806 T-Mobile US, Inc.	22156	5/8/2026	04/2026-05/2026, WiFi Student Hot Spots acct 969604280	$520.00	Technology	7425 - Expanded Learning Opportunities (ELO) Grant
4259 AT&T (CALNET)	22157	5/8/2026	04/2026, INV 000025131396, Phone Line BAN#9391080026	$67.89	Technology	0000-0 General : 0500-0 Technology
1945 Brooks Transportation Inc.	22158	5/8/2026	3/16-3/21/2026, INV 28581, Athletic Round Trips - PO02349	$8,375.00	Athletics	0000-0 General : 0200-0 Athletics

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1796 A/P Account

MAY 2026

Total $692,036.52

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
1945 Brooks Transportation Inc.	22159	5/8/2026	5/07/26, INV 28968, Bus Round Trip El Camino to CA Science Center - PO02371	$970.00	Special Education	6500-0 Special Education
1945 Brooks Transportation Inc.	22160	5/8/2026	3/24-3/26/26, INV 28657, Athletic Field Trips - PO02351	$3,770.00	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22161	5/8/2026	4/20-4/25/26, INV 28922, Athletic Round Trips - PO02366	$6,000.00	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22162	5/8/2026	5/1/26, INV 28966, Round Trip to Disney Concert Hall - PO02368	$1,090.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22163	5/8/2026	INV 28967, Bus to USC on May 4th 2026 - PO02382	$925.00	Science	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22164	5/8/2026	5/5/26, INV 29003, Roundtrip Bus ride to East West Studio - PO02387	$1,140.00	Career/Voc Ed/Arts	6387-0 CTE
1945 Brooks Transportation Inc.	22165	5/8/2026	4/27-5/01/26, INV 28992, Athletic Round Trips - PO02393	$4,500.00	Athletics	0000-0 General : 0200-0 Athletics
268 1 Nicole Gamez	22166	5/8/2026	2025-2026 Reimbursement for Mileage for Culinary Arts student fieldtrips & competitions, etc.	$254.62	Career/Voc Ed/Arts	0000-0 General
295 1 Heidi Hutson	22167	5/8/2026	07/11/25-07/18/25, Reimbursement for Conference Broadway Teacher's Workshop, New York Meals	$314.93	Visual and Performing Arts	6762 - Art/Music Block Grant
2619 The Shredders	22168	5/8/2026	04/2026, INV58833, INV59975, INV60452, Shredding - PO02401	$144.00	General Operations	0000-0 General : 0300-0 Operations
4259 AT&T (CALNET)	22169	5/8/2026	04/2026, INV 000025131399, Phone Line BAN#9391080076	$63.82	Technology	0000-0 General : 0500-0 Technology
1945 Brooks Transportation Inc.	22170	5/14/2026	5/8/2026, INV 29004, Roundtrip Field Trip to Warner Bros - PO02388	$863.00	Career/Voc Ed/Arts	6387-0 CTE
1945 Brooks Transportation Inc.	22171	5/14/2026	5/09/2026, INV 29017, Bus to Westlake HS - PO02399	$800.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
4992 California FCCLA	22172	5/14/2026	04/2026, INV 0450002 CA FCCLA State Leadership Conference Registration Balance- P01996	$480.00	Career/Voc Ed/Arts	6387-0 CTE
5799 M3 Office Inc	22173	5/14/2026	04/2026, INV 52264-0, Nevi Rectangle Table - P01843	$941.28	Visual and Performing Arts	6762 - Art/Music Block Grant
3234 LA Party Rents, Inc.	22174	5/14/2026	01/2026, INV 0000131377, Graduation Chairs and labor - P01731	$3,819.75	Counseling Office	0000-0 General
2610 The Help Group-North Hills Prep School	22175	5/14/2026	03/2026, INV ELCO326NHP, Special Ed Services	$5,506.94	Special Education	6500-0 Special Education
3919 U.S Bank PARS Account #6746022400	22176	5/14/2026	04/2026, PARS Contributions acct #6746022400	$1,719.96	General Operations	0000-0 General : 0300-0 Operations
5400 Valley High School and Learning Center, Inc.(Dubnoff School)	22177	5/14/2026	04/2026, Special Education Services	$16,443.72	Special Education	6500-0 Special Education
2809 WM Corporate services, INC	22178	5/14/2026	05/2026, INV 0845983-4801-3, Waste Management Services on Shoup	$491.26	Shoup Property	0000-0 General : 0300-0 Operations

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1796 A/P Account

MAY 2026

Total $692,036.52

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
3806 T-Mobile US, Inc.	22179	5/14/2026	04/2026, Samsung Knox Suite acct 208076172	$2,439.20	Technology	7425 - Expanded Learning Opportunities (ELO) Grant
5933 AACA, Inc	22180	5/14/2026	03/2026, INV 7972, Special Ed Services	$30,300.31	Special Education	6500-0 Special Education
422 Christopher Hutson	22181	5/14/2026	3/26-4/1/26, Reimbursement for ECR Theatre New York Meals	$213.35	Visual and Performing Arts	6762 - Art/Music Block Grant
1945 Brooks Transportation Inc.	22182	5/14/2026	3/9/26, INV 28353, Round Trip to Shrine Expo Hall - PO02424	$1,373.00	Science	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22183	5/14/2026	4/26/26, INV 28885, One Way Trip to Riverside Marriott to ECR - PO02428	$950.00	Career/Voc Ed/Arts	6387-0 CTE
1945 Brooks Transportation Inc.	22184	5/14/2026	02/11/2026, INV 28162, One Way ECR to Palisades High School - PO02453	$700.00	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22185	5/14/2026	Voided	-	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22186	5/14/2026	2/24/26, Athletic Field Trips, INV 28205 - PO02454	$2,420.00	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22187	5/14/2026	02/05/2026, INV 27944, Athletic Round Trips - PO02455	$4,713.00	Athletics	0000-0 General : 0200-0 Athletics
5371 Alice Lee	22188	5/14/2026	01/15/2026, INV 216822, APENVISCI142-032 with labs AP Environmental Science - P01695	$399.00	Counseling Office	7412 - A-G Completion Grant: A-G Access/Success Grant
1945 Brooks Transportation Inc.	22189	5/14/2026	03/18/2026, INV 28537, Athletic Round Trips - PO02456	$6,250.00	Athletics	0000-0 General : 0200-0 Athletics
1945 Brooks Transportation Inc.	22190	5/14/2026	05/16/26, INV 29097, Round trip from El Camino High to West Ranch High - PO02466	$863.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1945 Brooks Transportation Inc.	22191	5/14/2026	05/14/26, INV 29067, Grammy Museum field trip - PO02461	$907.00	Career/Voc Ed/Arts	6387-0 CTE
1945 Brooks Transportation Inc.	22192	5/14/2026	03/10/2026, INV 28401, Athletic Round Trips - PO02457	$7,383.00	Athletics	0000-0 General : 0200-0 Athletics
3601 AFSCME District Council 36	22193	5/19/2026	04/26 Union Dues	$1,878.71	General Operations	0000-0 General : 0300-0 Operations
2288 LADWP	22194	5/19/2026	05/26 6968788886 Shoup Utilities	$4,563.60	General Operations	0000-0 General : 0300-0 Operations
2296 ALITTLELEE LLC dba Oubi Digital	22195	5/19/2026	202660415, Certificates for Honor Students - PO02298	$735.00	Counseling Office	0000-0 General : 0100-0 Academic Depts : College Counseling
1945 Brooks Transportation Inc.	22196	5/19/2026	5/14/26, INV 29064 Round trip from El Camino to McDonalds - PO02474	$822.00	Special Education	6500-0 Special Education
2331 Sharon Markenson	22197	5/19/2026	05/2026, INV 1100, Speech Consultant for ACADECA - PO02410	$3,000.00	Academic Decathlon	0000-0 General : 0400-0 Scholastic Groups
1945 Brooks Transportation Inc.	22198	5/19/2026	5/13/26, INV 29062, Buses to Pierce College - PO02486	$1,600.00	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts

EL CAMINO REAL CHARTER

CHECK REGISTER

ACCOUNT: 1796 A/P Account

MAY 2026

Total $692,036.52

Name	Check Number	Date	Memo	Amount	Department	Fund/Program
1945 Brooks Transportation Inc.	22199	5/19/2026	05/04-05/08/2026, INV 29054, Athletic Round Trips - PO02491	$4,500.00	Athletics	0000-0 General : 0200-0 Athletics
5198 Cintas Corporation No. 2 (Cintas Fire Protection)	22200	5/19/2026	INV 0F19698786,0F19698838, Inspections - PO02473	$1,255.00	Buildings and Grounds	0000-0 General : 0300-0 Operations
5244 California Science Center Foundation	22201	5/19/2026	05/07/2026, INV 14549, Field Trip to CA Sci Center - PO02218	$578.00	Special Education	6500-0 Special Education
6008 South Pacific Heating & Air Conditioning, Inc.	22202	5/19/2026	02/20/2026, INV 303205, Labor Time for unit in classroom - PO02480	$140.00	Buildings and Grounds	0000-0 General : 0300-0 Operations
5946 Connie Highberg	22203	5/19/2026	Spring 2026, INV 002, Economics consultant - PO02409	$3,000.00	Academic Decathlon	0000-0 General : 0100-0 Academic Depts
5720 East West Studios, LLC	22204	5/19/2026	04/23/2026 & 05/05/2026, INV 00018493, 00018494, Music Studio Field Trip - PO0224	$2,850.00	Career/Voc Ed/Arts	6387-0 CTE
5993 Richey Athletics	22205	5/19/2026	05/2026, INV 8187, Jump Pits & Delivery/installation - PO02159	$7,933.00	Athletics	0000-0 General : 0200-0 Athletics
3370 Pearison Incorporated (Band Shoppe)	22207	5/19/2026	INV SI229635, SI229000 , Colorguard gloves and uniform essentials - PO02191	$726.40	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
3907 Christy White Accountancy Corporation (Christy White, Inc.)	22208	5/19/2026	2025-2026, INV 24945, Charter School Audit	$5,625.00	General Operations	0000-0 General : 0300-0 Operations
6016 LA Grad Services	22209	5/28/2026	05/2026, INV 000176, Diploma Covers - PO02402	$6,480.58	Administrative	0000-0 General : 0300-0 Operations
4718 TPW, Inc. (Super Worksheets(DBA), I know It(DBA)	22210	5/21/2026	2025-2026, 1 Year Site License Membership - P00809	$375.00	Special Education	6500-0 Special Education
4877 Total Education Solutions (TES Therapy)	22211	5/21/2026	01/2026, INV 13181264, TES Therapy	$1,510.50	Special Education	6500-0 Special Education
1945 Brooks Transportation Inc.	22212	5/21/2026	4/28/26, INV 28939, round trip bus from ECR to USC - PO02475	$885.00	Health and Life Skills	0000-0 General : 0100-0 Academic Depts
2091 AP fbo EdLogical Group Corp	22213	5/21/2026	04/26 INV 904657 Special Ed Services	$2,023.00	Special Education	6500-0 Special Education
3987 Figdesign Inc	22214	5/26/2026	INV 3846, Remaining balance for graduation brochures and tickets - PO02483	$1,924.43	Administrative	0000-0 General
5611 FKF ENTERTAINMENT INC	22215	5/28/2026	02/26, INV 127, Improv Workshop - PO02296	$750.00	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
3924 Riddell All American	22216	5/28/2026	05/2026, INV 952543278, Football Reconditioning of Helmets and Shoulder Pads - PO02498	$14,343.65	Athletics	0000-0 General : 0200-0 Athletics
3924 Riddell All American	22217	5/28/2026	INV 60561330, Football Helmets - PO02335	$17,785.20	Athletics	0000-0 General : 0200-0 Athletics
6016 LA Grad Services	22218	5/28/2026	05/2026, INV 000195, Certificate & Diploma Inserts - PO02520	$3,693.69	Administrative	0000-0 General : 0300-0 Operations
2426 Public Agency Retirement Services	22219	5/28/2026	03/2026, INV 60285, PARS ARS Fees	$379.43	General Operations	0000-0 General : 0300-0 Operations

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5595 Karen Queller	22220	5/28/2026	05/2026, 5 HR Art Therapy -PO02525	$750.00	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
4259 AT&T (CALNET)	22221	5/28/2026	04/2026, INV 000025188762, Phone Line BAN#9391080337	$186.68	Technology	0000-0 General : 0500-0 Technology
5604 John Goldman	22222	5/28/2026	04/26-05/26, INV 4, Band Trumpet Sectional - PO02565	$900.00	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
1945 Brooks Transportation Inc.	22223	5/28/2026	05/2026, INV 29139, Round Trips to Academy Award Museum - PO02508	$885.00	Career/Voc Ed/Arts	6387-0 CTE
1945 Brooks Transportation Inc.	22224	5/28/2026	05/2026, INV 29140, Round Trips to LA Harbor College - PO02507	$1,215.00	Career/Voc Ed/Arts	6387-0 CTE
3907 Christy White Accountancy Corporation (Christy White, Inc.)	33608	5/5/2026	INV 24839 24-25 Tax Services : 2024 Tax Return / 990 Forms	$1,600.00	General Operations	0000-0 General : 0300-0 Operations
6008 South Pacific Heating & Air Conditioning, Inc.	222006	5/19/2026	04/17/2026, INV 303267, Labor AC unit for classroom - PO02479	$181.27	Buildings and Grounds	0000-0 General : 0300-0 Operations
4943 Covantia, Inc.	SPACH3929	5/5/2026	INV 6-0350 iSuite Annual Subscription – PO02285	$10,575.00	Visual and Performing Arts	0000-0 General
4343 Scoot Education Inc	SPACH3930	5/5/2026	INV 163511 Substitutes 4/21/26	$7,887.00	Administrative	0000-0 General : 0100-0 Academic Depts
5127 MG Express Inc.	SPACH3931	5/5/2026	INV 2620 Round trip LAX for NJROTC - PO02147	$2,600.00	NJROTC	0000-0 General
3922 Self Insured Schools of California	SPACH3932	5/5/2026	04/30/26 CBR El Camino FSA	$3,903.74	General Operations	0000-0 General : 0300-0 Operations
4343 Scoot Education Inc	SPACH3933	5/5/2026	INV 164796 Substitutes 4/28/26	$6,853.00	Administrative	0000-0 General : 0100-0 Academic Depts
120890 Alyssa Lee	SPACH3934	5/5/2026	Reimbursement from Boys Volleyball 25-26	$2,709.47	TRUST - Boys Volleyball	9150-0 Trust/Club : 1100 Athletics
5127 MG Express Inc.	SPACH3935	5/8/2026	INV 2601 Round Trip - P01791	$1,200.00	Academic Decathlon	0000-0 General
4096 Lindsey C. Surendranath Granted, Inc	SPACH3936	5/8/2026	04/2026, INV 343, CTE Program Support - P01207	$2,475.00	Administrative	6387-0 CTE
2164 Golden Star Technology, Inc	SPACH3937	5/8/2026	03/2026, INV126984, GST E-Rate - PO02332	$7,000.00	Technology	0000-0 General
5841 Braille Abilities, LLC	SPACH3938	5/8/2026	04/20/26, INV 103909, Staff Sped Services	$743.28	Special Education	6500-0 Special Education
2293 LAUSD - Maintenance & Operations	SPACH3939	5/12/2026	10/1/25-12/31/25 LAUSD Service Work Orders - PO02394	$43,145.91	Buildings and Grounds	6762 - Art/Music Block Grant
3987 Figdesign Inc	SPACH3940	5/13/2026	05/2026, INV 3846 Rendering Printing & service deposit- PO02483	$1,924.44	Administrative	0000-0 General
5858 GRAMMY Museum Foundation	SPACH3941	5/13/2026	INV MR051426, 5/14/26 Edu Group Admission - PO02386	$82.00	Career/Voc Ed/Arts	6387-0 CTE

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2293 LAUSD - Maintenance & Operations	SPACH3942	5/13/2026	10/25-12/25 LAUSD Work Orders - PO02395	$86,639.48	Buildings and Grounds	6762 - Art/Music Block Grant
1833 Amazon	SPACH3943	5/14/2026	03/2026, INV 1J7G-F79K-NDFV,Drama Amazon Supplies - P02044-Visual and Performing Arts	$116.85	Visual and Performing Arts	6762 - Art/Music Block Grant
4343 Scoot Education Inc	SPACH3944	5/14/2026	01/09/2026, INV INV-147445-A, Substitutes	$104.00	Administrative	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3945	5/14/2026	04/2026, INV 1QLL-7GKY-4G49, Amazon Student Equipment Supplies - P01925-Career/Voc Ed/Arts	$103.16	Career/Voc Ed/Arts	6387-0 CTE
1833 Amazon	SPACH3946	5/14/2026	04/2026, INV 1L91-376C-N6YX, Amazon Supplies - P01913-Visual and Performing Arts	$25.00	Visual and Performing Arts	6762 - Art/Music Block Grant
2893 AWS (Amazon Web Services)	SPACH3947	5/14/2026	04/2026, INV 2612214953, Goto VOIP Phone system- P00591	$2,186.24	Technology	0000-0 General : 0500-0 Technology
2276 Kelly Services, Inc.	SPACH3948	5/14/2026	01/29-02/06/2026, INV 5614302981, Kelly Substitutes	$3,576.86	General Academic	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3949	5/14/2026	04/2026, INV 1J9Q-7HVW-44JX, Alt Ed Amazon Supplies - PO02080-Alternative Education	$332.00	Alternative Education	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3950	5/14/2026	04/2026, INV 1KTC-11G9-6JFD, Amazon Supplies remaining balance - P02049-Buildings and Grounds	$87.35	Buildings and Grounds	0000-0 General : 0300-0 Operations
3359 UTLA	SPACH3951	5/14/2026	04/2026, Union Dues Certificated	$15,329.86	General Operations	0000-0 General : 0300-0 Operations
2445 Piece of Mind Care Services	SPACH3952	5/14/2026	04/2026, INV 193, Students Support Services	$93,915.23	Special Education	6500-0 Special Education
5762 Carolin Herrmann	SPACH3953	5/14/2026	04/2026, INV 1009, Special Education CALPADS Data Support	$696.00	Special Education	6500-0 Special Education
3275 GoTo Communications, Inc.	SPACH3954	5/14/2026	05/2026, INV IN7105371068, Goto VOIP Phone system- IQ P00591	$2,844.26	Technology	1100-0 - Lottery: Unrestricted
2276 Kelly Services, Inc.	SPACH3955	5/14/2026	01/26-01/30/2026, INV 5614120327, Kelly Substitutes	$5,639.34	General Academic	0000-0 General : 0100-0 Academic Depts
2445 Piece of Mind Care Services	SPACH3956	5/19/2026	04/2026, INV 00330, ELD Dept. Students Support Services	$5,121.25	English Language Development	3010-0 NCLB-Title I, Part A, Basic Grants Low Income and Neglected
1833 Amazon	SPACH3957	5/19/2026	03/22/2026, INV 1M9N-GCYY-7HT4, VAPA Amazon Supplies - PO02093-Visual and Performing Arts	$863.88	Visual and Performing Arts	6762 - Art/Music Block Grant
2276 Kelly Services, Inc.	SPACH3958	5/19/2026	04/13-04/17/26, INV 5616006557, Kelly Substitutes	$8,149.63	General Academic	0000-0 General : 0100-0 Academic Depts
5446 Touch Graphix, Inc.	SPACH3959	5/19/2026	04/2026, INV 114957, Wall accent/lighting/computer replacement- P01428	$32,037.40	Visual and Performing Arts	6762 - Art/Music Block Grant
1833 Amazon	SPACH3960	5/19/2026	03/22/2026, INV 1QLL-7GKY-4MDM, Amazon Bongo Head - PO1967-Visual and Performing Arts	$109.72	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
2276 Kelly Services, Inc.	SPACH3961	5/19/2026	04/07-04/23/2026, INV 5616199762, Kelly Substitutes	$9,935.23	General Academic	0000-0 General : 0100-0 Academic Depts

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1833 Amazon	SPACH3962	5/19/2026	03/22/2026, INV 1LFT-QW7Y-NKFX, Science Amazon Supplies - P01954-Science	$8.45	Science	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3963	5/19/2026	03/22/2026, INV 1NLY-F7MW-1C7T , Amazon Supplies - PO02083-General Operations	$280.60	General Operations	7910-0 Local Control Accountability Plan (LCAP) : : Goal 4 : Action 2
4343 Scoot Education Inc	SPACH3964	5/19/2026	5/5/26, INV 166092, Substitutes	$8,947.00	Administrative	0000-0 General : 0100-0 Academic Depts
2719 Pryor Learning, LLC	SPACH3965	5/19/2026	04/2026, INV 50037904 Pryer Plus Annual Acct - PO02396	$7,960.00	Administrative	6266 Educator Effectiveness, FY 2021-22
4632 Spectrum Enterprise 7801	SPACH3966	5/20/2026	05/26, Inv# 128697801050126, Acct#128697801 Enterprise Fiber line	$687.53	Technology	0000-0 General : 0500-0 Technology
4102 Allied Private Investigations & Security Services, LLC	SPACH3967	5/20/2026	04/07-04/30/2026, INV ELC 2604, Campus Security Services	$36,486.53	Security	0000-0 General : 0300-0 Operations
2276 Kelly Services, Inc.	SPACH3968	5/21/2026	4/22/26-5/1/26, INV 5616423866, Kelly Substitutes	$6,741.63	General Academic	0000-0 General : 0100-0 Academic Depts
2774 M&M Paper Co.	SPACH3969	5/21/2026	INV IN21693, Copy Paper - PO02198	$1,853.13	General Operations	0000-0 General : 0300-0 Operations
4102 Allied Private Investigations & Security Services, LLC	SPACH3970	5/21/2026	04/23/2026, INV ELC 2604 B, Campus Security Services - PO02470	$166.95	Security	0000-0 General : 0300-0 Operations
3922 Self Insured Schools of California	SPACH3971	5/21/2026	05/15/2026, CBR El Camino FSA	$796.00	General Operations	0000-0 General
5841 Braille Abilities, LLC	SPACH3972	5/21/2026	03/26, INV 103910, VI/O&M Service	$537.10	Special Education	6500-0 Special Education
4102 Allied Private Investigations & Security Services, LLC	SPACH3973	5/21/2026	04/17/2026, INV ELC 2604 A, Campus Security Services for Powder Puff - PO2471	$190.80	Security	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3974	5/21/2026	03/22/2026, INV 1WLM-4K9J-N3JN, Sped Dept. Amazon Supplies - PO02084-Special Education	$255.54	Special Education	6500-0 Special Education
1833 Amazon	SPACH3975	5/21/2026	03/2026, INV 1DLF-1YX1-617V, Amazon Supplies - P02072-Buildings and Grounds	$31.18	Buildings and Grounds	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3976	5/21/2026	03/2026, INV 1FNX-JG3H-1D73, Testing Supplies - P02064-Administrative	$165.75	Administrative	0000-0 General
4102 Allied Private Investigations & Security Services, LLC	SPACH3977	5/21/2026	03/2026, INV ELC 2603 A, Campus Security Services - PO02489	$620.10	Athletics	0000-0 General : 0200-0 Athletics
1833 Amazon	SPACH3978	5/28/2026	04/2026, INV 1W3L-CDR1-6XPN, Poster Board Assorted Colors Paper - PO02084-Special Education	$18.59	Special Education	6500-0 Special Education
1833 Amazon	SPACH3979	5/28/2026	04/2026, INV 1N16-RFR9-7Q7C, Amazon Supplies - PO02158-Administrative	$46.05	Administrative	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3980	5/28/2026	04/2026, INV 1VW1-M13P-QXK1, IEP Room Amazon Supplies - PO02195-Administrative	$1,074.02	Administrative	6318 - Antibias Education Grant
1833 Amazon	SPACH3981	5/28/2026	03/2026, INV 1F9N-PR4F-GWFQ, Landscaping tools/supplies, water heater, cafeteria lunch bags & car wash towels - PO02103-Administrative	$465.48	Administrative	0000-0 General : 0300-0 Operations

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1833 Amazon	SPACH3982	5/28/2026	03/2026, INV 1TVJ-XCWL-GQQP, Stair and ramp paint - PO02140-Administrative	$35.10	Administrative	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3983	5/28/2026	INV 1LJM-TVQK-DW14, Boxes for senior device return - PO02376-Technology	$197.50	Technology	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3984	5/28/2026	INV 1JY7-LHG9-4KTN, Culinary Supplies - PO02426-Career/Voc Ed/Arts	$266.31	Career/Voc Ed/Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3985	5/28/2026	03/2026, INV 1W3L-CDR1-6XPN, Supplies for art club - PO02168-Visual and Performing Arts	$410.05	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3986	5/28/2026	03/2026, INV 1QPY-HGQJ-HCF4, Lab Supplies - PO02136-Science	$66.26	Science	0000-0 General : 0100-0 Academic Depts
1833 Amazon	SPACH3987	5/28/2026	03/2026, INV 13DP-Y4T1-JHJT, Supplies for the Sped Department - PO02084-Special Education	$743.46	Special Education	6500-0 Special Education
1833 Amazon	SPACH3988	5/29/2026	04/2026, INV 1XRT-K4RT-W69Y, Cords for AP Art Graduation - P01992-Career/Voc Ed/Arts	$83.88	Career/Voc Ed/Arts	0000-0 General
1833 Amazon	SPACH3989	5/29/2026	04/2026, INV 1QNK-KQJ9-9VVP, Amazon Supplies - PO02195-Administrative	$3,016.41	Administrative	6318 - Antibias Education Grant
1833 Amazon	SPACH3990	5/29/2026	03/2026, INV 1TVJ-XCWL-FV4X, Hard Drives for Theater to back ups - PO02093-Visual and Performing Arts	$625.56	Visual and Performing Arts	6770 - Arts and Music in Schools (AMS)- (Prop 28)
1833 Amazon	SPACH3991	5/29/2026	04/2026, INV 1LDK-DXPT-PLCD, Sensory Toy for Sped Dept - PO02084-Special Education	$39.48	Special Education	6500-0 Special Education
1833 Amazon	SPACH3992	5/29/2026	INV 1FTL-PL6X-FC77 Building and Ground supplies - PO02356-Buildings and Grounds	$648.15	Buildings and Grounds	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3993	5/29/2026	04/2026, INV 1W3L-CDR1-6WTH, Bungalow stair and ramp paint - P02140-Administrative	$827.51	Administrative	0000-0 General : 0300-0 Operations
1833 Amazon	SPACH3994	5/29/2026	INV 1C7J-TY3C-XLR4, Poster - PO02262-Visual and Performing Arts	$15.35	Visual and Performing Arts	0000-0 General : 0100-0 Academic Depts

Coversheet

Approve the May 2026 Credit Card Charges

Section: II. Consent
Item: F. Approve the May 2026 Credit Card Charges
Purpose: Vote
Submitted by:
Related Material: III.C. -May 2026 Credit Card Details.pdf

ECRCHS
CREDIT CARD DETAILS
May 2026

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
SMARTANDFINAL 409	4/28/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$435.68	General
CHARTER UP, LLC	4/28/2026	PO02223	Bus for Trip to State Tournament for History Day (Woodland Hills -> Sacramento -> Woodland Hills) 5/1-5/3	David Hussey	Megan Rayzor	Social Studies	$5,894.98	General
SMARTANDFINAL 409	4/29/2026	PO02342	Osmosis/Gummy Bear Common Lab For Biology	David Hussey	Rosalinda Montague	Science	$40.06	General
SMARTANDFINAL 409	4/29/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$498.04	General
YOUNG, MINNEY & CORR	4/29/2026	PO02365	Governance with Integrity: Ethics Training for Charter School Boards 2026	David Hussey	Vania Rodriguez	Admin	$75.00	General
HYATT REGENCY ORANGE COU	4/29/2026	PO02248	hotel rooms for national competition	David Hussey	Stephanie Franklin	AcaDeca	$629.37	General
HYATT REGENCY ORANGE COU	4/29/2026	PO02248	hotel rooms for national competition	David Hussey	Stephanie Franklin	AcaDeca	$629.37	General
HYATT REGENCY ORANGE COU	4/29/2026	PO02248	hotel rooms for national competition	David Hussey	Stephanie Franklin	AcaDeca	$629.37	General
HYATT REGENCY ORANGE COU	4/29/2026	PO02248	hotel rooms for national competition	David Hussey	Stephanie Franklin	AcaDeca	$629.37	General
HYATT REGENCY ORANGE COU	4/29/2026	PO02248	hotel rooms for national competition	David Hussey	Stephanie Franklin	AcaDeca	$629.37	General
FACEBK *5XHARNMSQ2	4/30/2026	PO01026	Advertising on Facebook & Instagram for increasing enrollment efforts	David Hussey	Ricardo Covarrubias	Marketing	$453.49	General
FLUTTERFLOW, INC.	5/1/2026	PO02647	FlutterFlow web app hosting & editing platform	David Hussey	Chris Valencia	Technology	$720.00	General
GOOGLE *CLOUD X7MTL9	5/1/2026	PO01022	Growth Plan for May 1, 2026May 1, 2027	David Hussey	Chris Valencia	Technology	$184.27	General
DOUBLE TREE	5/1/2026	PO02328	Hotel for State History Day	David Hussey	Megan Rayzor	Social Studies	$494.48	General
DOUBLE TREE	5/1/2026	PO02328	Hotel for State History Day	David Hussey	Megan Rayzor	Social Studies	$494.48	General
SMARTANDFINAL 409	5/2/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$484.45	General
INDEED USI26-03592920	5/2/2026	PO02665	April Indeed job postings	David Hussey	Rocio Castaneda	Admin	$280.86	General
ENTERPRISE RENT-A-CAR	5/3/2026	PO02294	Rental car while in Tampa, Florida for NJROTC Academic National competition. 6 passengers	David Hussey	Ronald Flahert	ROTC	$206.84	General
DOUBLE TREE	5/3/2026	PO02328	Hotel for State History Day	David Hussey	Megan Rayzor	Social Studies	$517.69	General
DOUBLE TREE	5/3/2026	PO02328	Hotel for State History Day	David Hussey	Megan Rayzor	Social Studies	$517.69	General
DOUBLE TREE	5/3/2026	PO02328	Hotel for State History Day	David Hussey	Megan Rayzor	Social Studies	$517.69	General
SMARTANDFINAL 409	5/5/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$524.49	General
SMARTANDFINAL 409	5/8/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$380.69	General
ERACTOLL 577391577	5/12/2026	PO02683	Rental car while in Tampa, Florida for NJROTC Academic National competition. 6 passengers	David Hussey	Ronald Flahert	ROTC	$18.97	General
MAILCHIMP	5/12/2026	PO01021	Communications Software: Email	David Hussey	Ricardo Covarrubias	Marketing	$593.00	General
SMARTANDFINAL 409	5/13/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$290.87	General
ALGOLIA 2U2605797532	5/13/2026	PO01032	Database Indexing Service	David Hussey	Ryan Guinto	Technology	$347.00	General
MONDAY.COM	5/13/2026	PO02490	Project and Calendar planning for lifecycle tracking of devices and subscriptions.	David Hussey	Chris Valencia	Technology	$456.00	General
AGUAVIDA PREMIUM WATER	5/15/2026	PO00984	Water Delivery - every 3 weeks	David Hussey	Chris Valencia	Operations	$450.47	General
FACEBK *2T643QRSQ2	5/17/2026	PO01026	Advertising on Facebook & Instagram for increasing enrollment efforts	David Hussey	Ricardo Covarrubias	Marketing	$900.00	General
SMARTANDFINAL 409	5/19/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$616.18	General
METRICS GROUP LLC	5/19/2026	PO01436	Application for Checkpoint Tracking	David Hussey	Ryan Guinto	Operations	$300.00	General

ECRCHS
CREDIT CARD DETAILS
May 2026

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
ALASKA AIR 0272145442493	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$34.60	TRUST - Football
ALASKA AIR 0272145442464	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442465	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442466	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442467	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442468	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442469	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442470	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442471	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442472	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442473	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442474	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442475	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442476	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442477	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442478	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442479	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442480	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442481	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442482	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442483	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$558.07	TRUST - Football
ALASKA AIR 0272145442402	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442403	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442404	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442405	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442406	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442407	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442408	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442409	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442410	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442411	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442412	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442413	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442414	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442415	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442416	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football

ECRCHS
CREDIT CARD DETAILS
May 2026

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
ALASKA AIR 0272145442417	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442418	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442419	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442420	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442421	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442422	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442423	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442424	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442425	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442426	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442427	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442428	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442429	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442430	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442431	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442432	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442433	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442434	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442435	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442436	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442437	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442438	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442439	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442440	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442441	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442442	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442443	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442444	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442445	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442446	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442447	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442448	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145442449	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$499.50	TRUST - Football
ALASKA AIR 0272145443404	5/19/2026	PO02476	Flight to Hawaii game vs Kauai	David Hussey	Jesus Contreras	Athletics	$34.60	TRUST - Football
SMARTANDFINAL 409	5/20/2026	PO01054	Culinary class groceries	David Hussey	Nicole Gamez	CTE	$469.54	General

ECRCHS
CREDIT CARD DETAILS
May 2026

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
CHARTER UP, LLC	5/20/2026	PO02223	Bus for Trip to State Tournament for History Day (Woodland Hills -> Sacramento -> Woodland Hills) 5/1-5/3	David Hussey	Megan Rayzor	Social Studies	($964.50)	General
					Total		**$54,551.86**	

ECRCHS
CREDIT CARD DETAILS
May 2026

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
CANVA* I04867-46910995	4/30/2026	PO02375	Canva order of literary magazine (Full-size Print)	Fernando Delgado	Audra Herrera	Club - Creative Writing	$296.34	TRUST - Creative Writing
FIVERR *	4/30/2026	PO02377	Transcription for 04/16/26 Finance and Investment Board meeting	Fernando Delgado	Vania Rodriguez	Admin	$109.00	General
MOSYLE COR* MOSYLE_MAN	5/1/2026	PO02648	Apple Device MDM Enrollment.	Fernando Delgado	Chris Valencia	Technology	$8.25	General
WL *ODOO	5/1/2026	PO02403	MCP server for automated tasks and services.	Fernando Delgado	Chris Valencia	Technology	$115.95	General
SMARTANDFINAL 409	5/1/2026	PO02342	Osmosis/Gummy Bear Common Lab For Biology	Fernando Delgado	Rosalinda Montague	Science	$49.95	General
CLAUDE.AI SUBSCRIPTION	5/2/2026	PO02646	AI Analysis and custom querying.	Fernando Delgado	Chris Valencia	Technology	$198.31	General
UPS*BILLING CENTER	5/4/2026	PO02413	UPS invoice for return shipping.	Fernando Delgado	Mike Vosogh	Technology	$173.15	General
NYLAS	5/5/2026	PO0590	Email indexing for in house app.	Fernando Delgado	Ryan Guinto	Technology	$495.78	General
RESOLUME B.V.	5/5/2026	PO02406	RESOLUME PROJECTION MAPPING SOFTWARE	Fernando Delgado	Chris Hutson	VAPA	$473.63	AMIM Block Grant
EDUCATIONAL THEATRE ASSO	5/6/2026	PO02411	Membership fee for Educational Theatre Association-Thespians advisor	Fernando Delgado	Heidi Hutson	VAPA	$145.00	General
WWW.CASBO.ORG	5/7/2026	PO2422	CASBO membership provides access to current best practices, legislative updates, compliance training	Fernando Delgado	Janneyra Verduzco	Business Office	$4,375.00	Educator Effectiveness Grant
EVENT TICKET 15 JUN	5/7/2026	PO02429	Aeries Webinar CALPADS EOY 2	Fernando Delgado	Stephanie Avila	Technology	$150.00	General
EVENT TICKET 18 MAY	5/7/2026	PO02429	Aeries Webinar CALPADS EOY 1	Fernando Delgado	Stephanie Avila	Technology	$150.00	General
WWW COSTCO COM	5/7/2026	PO02391	Refrigerator - Replacing non-functional unit at Shoup Campus	Fernando Delgado	Mike Vosogh	Buildings & Grounds	$877.99	AMIM Block Grant
HONEYBAKED HAM #8939	5/7/2026	PO02412	Teacher Appreciation week lunch for Friday 5/08/26	Fernando Delgado	Colson Phillip	Admin	$2,110.77	ECRA Fundraising
IN *NATIONAL AWARDS RECOG	5/8/2026	PO02318	cords and the sashes for the graduating seniors of the Spanish Honor Society	Fernando Delgado	Daniela Hernandez	Club - Spanish Honor Society	$417.80	TRUST - Spanish Honor Society
SMARTANDFINAL 409	5/8/2026	PO02439	Beverages for Teachers Appreciation 5/8/2026	Fernando Delgado	Colson Phillip	Admin	$207.09	ECRA Fundraising
SP TROPHYDEPOT	5/12/2026	PO02467	Awards for Men's Volleyball Banquet	Fernando Delgado	John Galvan	Athletics	$248.72	TRUST - Boys Volleyball
WWW COSTCO COM	5/12/2026	PO02668	Tissues order for the school	Fernando Delgado	Mike Vosogh	Operations	$411.38	General
NASSP PRODUCT & SERVICE	5/15/2026	PO02462	NHS White Satin Pendant Stole for NHS graduates	Fernando Delgado	Amy Carter	Club - National Honor Society	$736.99	TRUST - National Honor Society
MUSIC THEATRE INTL	5/18/2026	PO02661	Licensing and materials for summer show- The Theory of Relativity	Fernando Delgado	Heidi Hutson	VAPA	$2,249.64	TRUST - Drama
STONEFIREGRILL	5/19/2026	PO02512	Annual end of the year student council banquet	Fernando Delgado	Brian Wilson	Student Council	$774.78	ASB General
WWW.ACADEMYMUSEUM.ORG	5/19/2026	PO02384	Admission to Academy Award museum for Audio Production program- May 21st, 2026	Fernando Delgado	Mark Rodriguez	CTE	$66.00	General
FIVERR *	5/19/2026	PO02504	Transcription services for Regular Board Meeting 4/23/2026	Fernando Delgado	Vania Rodriguez	Admin	$109.00	General
FIVERR *	5/19/2026	PO02634	Transcription services for Regular Board Meeting: May 14, 2026	Fernando Delgado	Vania Rodriguez	Admin	$263.75	General

ECRCHS
CREDIT CARD DETAILS
May 2026

Vendor	Date	PO	Description	Card Holder	Requested By	Department	Transaction Amount	Source
SP THE HONOR CORD CO	5/19/2026	PO02505	Grad cords for physics students.	Fernando Delgado	Ziat Zahur	STEAM	$123.90	TRUST - Physics Club
NINTENDO CB1632304295	5/19/2026	PO02509	Nintendo Live Subscription, Super Smash Bros. Character Bundles.	Fernando Delgado	Ziat Zahur	STEAM	$19.99	General
TST* NOTHING BUNDT CAKES	5/20/2026	PO02514	desert for 5/21 banquet	Fernando Delgado	Brian WIlson	Student Council	$149.00	ASB General
NINTENDO CA1633176865	5/21/2026	PO02509	Nintendo Live Subscription, Super Smash Bros. Character Bundles.	Fernando Delgado	Ziat Zahur	STEAM	$29.99	General
NINTENDO CA1633176510	5/21/2026	PO02509	Nintendo Live Subscription, Super Smash Bros. Character Bundles.	Fernando Delgado	Ziat Zahur	STEAM	$24.99	General
WALTERS-WW33	5/22/2026	PO02584	Marquee "Ocal" piping - Purchased for LAUSD Electricians	Fernando Delgado	Mike Vosogh	Buildings & Grounds	$5,487.64	AMIM Block Grant
HOME-CAMPUS.COM	5/22/2026	PO02020	Yearly Home Campus subscription Athletic Clearance CIFLA 12 Months	Fernando Delgado	Richard Russell	Athletics	$695.00	General
SMARTANDFINAL 409	5/22/2026	PO02561	StuCo Soak event	Fernando Delgado	Evan Ireland StuCo	Student Council	$102.62	ASB General
SMARTANDFINAL 409	5/22/2026	PO02517	StuCo Soak event	Fernando Delgado	Evan Ireland StuCo	Student Council	$128.50	ASB General
GOOGLE PLAY BOOKS	5/24/2026		Dispute Charge	Fernando Delgado			$2.49	
					Total		**$ 21,978.39**	

Account Number : 4866 9110 0013 3507
Unique ID: XXXX XXXX XXXX 0532
DAVID HUSSEY
Statement Date : 05-25-2026

Account Summary

Previous Balance	$0.00
Purchases and Other Charges	$55,516.36
Cash Advances	$0.00
Cash Advance Fees	$0.00
Late Payment Charges	$0.00
Credits	$964.50 CR
Payments	$0.00 PY
Total Activity	**$54,551.86**
Disputed Amount	$0.00

General Information

Total Activity $54,551.86

QUESTIONS OR TO REPORT A LOST OR STOLEN CARD, CALL CUSTOMER SERVICE **1-800-344-5696**

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

New Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-29	04-28	24008476118000533636364	CHARTER UP, LLC 8559202287 GA	5,894.98
04-29	04-28	24231686118731294003062	SMARTANDFINAL 409 510-851-8548 CA	435.68
04-30	04-29	24231686119732430002975	SMARTANDFINAL 409 510-851-8548 CA	40.06
04-30	04-29	24231686119732430002991	SMARTANDFINAL 409 510-851-8548 CA	498.04
04-30	04-29	24492166120100004769300	YOUNG, MINNEY & CORR WWW.YMCLEGAL. CA	75.00
05-01	04-30	24793386120000412620097	FACEBK *5XHARNMSQ2 650-5434800 DE	453.49
05-01	04-29	24943006120422253235780	HYATT REGENCY ORANGE COU 7147501234 CA	629.37
			2538797147501234 ARRIVAL:04-22-26	
05-01	04-29	24943006120422253235806	HYATT REGENCY ORANGE COU 7147501234 CA	629.37
			2539147147501234 ARRIVAL:04-22-26	
05-01	04-29	24943006120422253235822	HYATT REGENCY ORANGE COU 7147501234 CA	629.37
			2539407147501234 ARRIVAL:04-22-26	

(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

106481879806455 S

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

DAVID HUSSEY
Account Number : 4866 9110 0013 3507
Unique ID: XXXX XXXX XXXX 0532
Statement Date : 05-25-2026

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-29	2494300612042225323584 8	HYATT REGENCY ORANGE COU 7147501234 CA 2539587147501234 ARRIVAL:04-22-26	629.37
05-01	04-29	2494300612042225323590 5	HYATT REGENCY ORANGE COU GARDEN GROVE CA 46473912 ARRIVAL:04-22-26	629.37
05-04	05-01	2400077612210002114000 5	FLUTTERFLOW, INC. FLUTTERFLOW.I CA	720.00
05-04	05-03	2416407612306021613506 9	ENTERPRISE RENT-A-CAR ORLANDO FL 577391577	206.84
05-04	05-02	2423168612273608700317 3	SMARTANDFINAL 409 510-851-8548 CA	484.45
05-04	05-01	2469216612140600172688 9	GOOGLE *CLOUD X7MTL9 G.CO/HELPPAY# CA	184.27
05-04	05-02	2479338612200092276009 2	INDEED USI26-03592920 800-4625842 TX	280.86
05-04	05-01	2494300612242360206849 0	DOUBLE TREE SACRAMENTO CA 54927071 ARRIVAL:05-01-26	494.48
05-04	05-01	2494300612242360206953 0	DOUBLE TREE SACRAMENTO CA 54927071 ARRIVAL:05-01-26	494.48
05-05	05-03	2494300612442472605877 9	DOUBLE TREE SACRAMENTO CA 54927071 ARRIVAL:05-01-26	517.69
05-05	05-03	2494300612442472605888 6	DOUBLE TREE SACRAMENTO CA 54927071 ARRIVAL:05-01-26	517.69
05-05	05-03	2494300612442472605889 4	DOUBLE TREE SACRAMENTO CA 54927071 ARRIVAL:05-01-26	517.69
05-06	05-05	2423168612573952301734 1	SMARTANDFINAL 409 510-851-8548 CA	524.49
05-11	05-08	2423168612874302801764 7	SMARTANDFINAL 409 510-851-8548 CA	380.69
05-13	05-13	2401134613310006089137 3	ALGOLIA 2U2605797532 ALGOLIA.COM CA	347.00
05-13	05-12	2443099613374873177957 8	ERACTOLL 577391577 TOLLPASSCUSTO FL	18.97
05-13	05-12	2479338613200010523807 0	MAILCHIMP 678-9990141 GA	593.00
05-14	05-13	2411641613374899914944 9	MONDAY.COM HTTP://WWW.MO NY	456.00
05-14	05-13	2423168613374884800349 8	SMARTANDFINAL 409 510-851-8548 CA	290.87
05-15	05-15	2469216613540872437194 8	AGUAVIDA PREMIUM WATER 747-444-9637 CA	450.47
05-18	05-17	2479338613700093901922 0	FACEBK *2T643QRSQ2 650-5434800 CA	900.00
05-19	05-19	2400077613910001361347 3	METRICS GROUP LLC FORM-METRICS. FL	300.00
05-20	05-19	2423168613975592800521 4	SMARTANDFINAL 409 510-851-8548 CA	616.18
05-21	05-20	7400847614000057715759 7	CHARTER UP, LLC 8559202287 GA	964.50 CR
05-21	05-20	2423168614075710001122 3	SMARTANDFINAL 409 510-851-8548 CA	469.54

(New Activity continued on next page)

DAVID HUSSEY
Account Number : 4866 9110 0013 3507
Unique ID: XXXX XXXX XXXX 0532
Statement Date : 05-25-2026

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-21	05-19	24431066140434347083331	ALASKA AIR 0272145442493 SEATTLE WA HAYASHIDA/RICHARD JR DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	34.60
05-21	05-19	24431066140434347083349	ALASKA AIR 0272145442464 SEATTLE WA PERRY/STEPHEN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083356	ALASKA AIR 0272145442465 SEATTLE WA BERO/STEFANIE DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083364	ALASKA AIR 0272145442466 SEATTLE WA VAZQUEZ/ORLANDO DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083372	ALASKA AIR 0272145442467 SEATTLE WA AGBAMOROH/DAVID DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083380	ALASKA AIR 0272145442468 SEATTLE WA APPLETON/KAIDEN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083398	ALASKA AIR 0272145442469 SEATTLE WA BERDON/RAUL DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083406	ALASKA AIR 0272145442470 SEATTLE WA DAGAN/BENJAMIN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083414	ALASKA AIR 0272145442471 SEATTLE WA ELBERT/HAYES DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083422	ALASKA AIR 0272145442472 SEATTLE WA FONVERGNE/TRISTEAN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083430	ALASKA AIR 0272145442473 SEATTLE WA GONZALEZ/GABRIEL DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083448	ALASKA AIR 0272145442474 SEATTLE WA HUGHES/KEIGH DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083455	ALASKA AIR 0272145442475 SEATTLE WA GALLEGOS/DOMINICK DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083463	ALASKA AIR 0272145442476 SEATTLE WA LAURITZEN/BRODY DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083471	ALASKA AIR 0272145442477 SEATTLE WA BEZANSON/BENJAMIN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083489	ALASKA AIR 0272145442478 SEATTLE WA ROSKOWICK/GRIFFIN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083497	ALASKA AIR 0272145442479 SEATTLE WA SABAG/JONATHAN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083505	ALASKA AIR 0272145442480 SEATTLE WA SARMIENTO/ETHAN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07

(New Activity continued on next page)

DAVID HUSSEY
Account Number : 4866 9110 0013 3507
Unique ID: XXXX XXXX XXXX 0532
Statement Date : 05-25-2026

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-21	05-19	24431066140434347083513	ALASKA AIR 0272145442481 SEATTLE WA SARMIENTO/JAYDEN DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083521	ALASKA AIR 0272145442482 SEATTLE WA WASHINGTON/JACOB DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083539	ALASKA AIR 0272145442483 SEATTLE WA WILLIAMS/KYMANI DEPARTURE08-19-26 LAX AS N HNL AS S LIH AS N HNL AS N LAX	558.07
05-21	05-19	24431066140434347083547	ALASKA AIR 0272145442402 SEATTLE WA HAYASHIDA/MICHELLE DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083554	ALASKA AIR 0272145442403 SEATTLE WA CONTRERAS/JESUS DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083562	ALASKA AIR 0272145442404 SEATTLE WA GRECCO/SARA DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083570	ALASKA AIR 0272145442405 SEATTLE WA MILLER/CHRISTIAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083588	ALASKA AIR 0272145442406 SEATTLE WA FERRY/JAKE DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083596	ALASKA AIR 0272145442407 SEATTLE WA PAZ/LIAV DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083604	ALASKA AIR 0272145442408 SEATTLE WA RUSSELL/RICHARD DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083612	ALASKA AIR 0272145442409 SEATTLE WA HUSSEY/DAVID DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083620	ALASKA AIR 0272145442410 SEATTLE WA AJIATAZ AJIATAZ/DAVI DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083638	ALASKA AIR 0272145442411 SEATTLE WA ASTURIAS/ISAAC DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083646	ALASKA AIR 0272145442412 SEATTLE WA CARRILLO/DONOVAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083653	ALASKA AIR 0272145442413 SEATTLE WA SINGH DHALIWAL/KAWAL DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083661	ALASKA AIR 0272145442414 SEATTLE WA DIAZ/JASON DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083679	ALASKA AIR 0272145442415 SEATTLE WA DOREPALLY/PRATEEK DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083687	ALASKA AIR 0272145442416 SEATTLE WA ESTRADA GUEVARA/ARES DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50

(New Activity continued on next page)

DAVID HUSSEY
Account Number : 4866 9110 0013 3507
Unique ID: XXXX XXXX XXXX 0532
Statement Date : 05-25-2026

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-21	05-19	24431066140434347083695	ALASKA AIR 0272145442417 SEATTLE WA FARKHONDEH/ARSHSA DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083703	ALASKA AIR 0272145442418 SEATTLE WA FILMUS/LIAM DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083711	ALASKA AIR 0272145442419 SEATTLE WA GARRIDO/DIEGO DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083729	ALASKA AIR 0272145442420 SEATTLE WA GORMAN/NATHAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083737	ALASKA AIR 0272145442421 SEATTLE WA GUTIERREZ/NATHAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083745	ALASKA AIR 0272145442422 SEATTLE WA HEFFERMAN/WILLIAM DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083752	ALASKA AIR 0272145442423 SEATTLE WA HERNANDEZ/BONIFACIO DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083760	ALASKA AIR 0272145442424 SEATTLE WA HERNANDEZ CRUZ/GEOVA DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083778	ALASKA AIR 0272145442425 SEATTLE WA HUYNH/PAXTON DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083786	ALASKA AIR 0272145442426 SEATTLE WA IRAHETA/NATHAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083794	ALASKA AIR 0272145442427 SEATTLE WA LEON/HAEVIN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083802	ALASKA AIR 0272145442428 SEATTLE WA NGUYEN/JORDAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083810	ALASKA AIR 0272145442429 SEATTLE WA NIKROO/ALI DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083828	ALASKA AIR 0272145442430 SEATTLE WA OCHOA/SAMUEL DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083836	ALASKA AIR 0272145442431 SEATTLE WA PALMA/JAYDEN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083844	ALASKA AIR 0272145442432 SEATTLE WA RAMIREZ CHAVEZ/KENNE DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083851	ALASKA AIR 0272145442433 SEATTLE WA RAMIREZ/NICHOLAS DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083869	ALASKA AIR 0272145442434 SEATTLE WA RICHARDSON/KARSON DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50

(New Activity continued on next page)

DAVID HUSSEY
Account Number : 4866 9110 0013 3507
Unique ID: XXXX XXXX XXXX 0532
Statement Date : 05-25-2026

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-21	05-19	24431066140434347083877	ALASKA AIR 0272145442435 SEATTLE WA RODRIGUEZ/ROMAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083885	ALASKA AIR 0272145442436 SEATTLE WA ROGEL/ALEXANDER DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083893	ALASKA AIR 0272145442437 SEATTLE WA SHAER/NITAI DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083901	ALASKA AIR 0272145442438 SEATTLE WA SMITH/JAYLEN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083919	ALASKA AIR 0272145442439 SEATTLE WA SOBHI/BARSAM DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083927	ALASKA AIR 0272145442440 SEATTLE WA TABOLSKY/RYAN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083935	ALASKA AIR 0272145442441 SEATTLE WA TOLBERT/ELIJAH DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083943	ALASKA AIR 0272145442442 SEATTLE WA ULIBARRI/LUKE DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083950	ALASKA AIR 0272145442443 SEATTLE WA VARELA/MARCO DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083968	ALASKA AIR 0272145442444 SEATTLE WA VARGA/GABRIEL DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083976	ALASKA AIR 0272145442445 SEATTLE WA WASHINGTON MENDEZ/RA DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083984	ALASKA AIR 0272145442446 SEATTLE WA GONZALEZ/VALENTIN DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347083992	ALASKA AIR 0272145442447 SEATTLE WA DOUGLAS/JOSIAH DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347084008	ALASKA AIR 0272145442448 SEATTLE WA FERNANDEZ/NICHOLAS DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347084016	ALASKA AIR 0272145442449 SEATTLE WA HAYASHIDA/RICHARD SR DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	499.50
05-21	05-19	24431066140434347084024	ALASKA AIR 0272145443404 SEATTLE WA HAYASHIDA/EMIKO DEPARTURE08-19-26 LAX AS N LIH AS N HNL AS N LAX	34.60

Account Number : 4866 9100 7248 5613
Unique ID: XXXX XXXX XXXX 0112
FERNANDO DELGADO
Statement Date : 05-25-2026

Account Summary

Previous Balance	$0.00
Purchases and Other Charges	$21,978.39
Cash Advances	$0.00
Cash Advance Fees	$0.00
Late Payment Charges	$0.00
Credits	$0.00 CR
Payments	$0.00 PY
Total Activity	**$21,978.39**
Disputed Amount	$0.00

General Information

Total Activity $21,978.39

QUESTIONS OR TO REPORT A LOST OR STOLEN CARD, CALL CUSTOMER SERVICE **1-800-344-5696**

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

New Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-01	04-30	24011346121100008412245	CANVA* I04867-46910995 CANVA.COM TX	296.34
05-01	04-30	24036296120716727823690	FIVERR * 954-368-2267 NY	109.00
05-01	05-01	24492166121100033325495	MOSYLE COR* MOSYLE_MAN MOSYLE.COM FL	8.25
05-04	05-02	24011346122100064866408	CLAUDE.AI SUBSCRIPTION ANTHROPIC.COM CA	198.31
05-04	05-01	24231686121734811006076	SMARTANDFINAL 409 510-851-8548 CA	49.95
05-04	05-01	74048596121163878242219	WL *ODOO RAMILLIES	115.95
05-05	05-04	24692166124409173840451	UPS*BILLING CENTER 800-811-1648 GA	173.15
05-06	05-05	24064666126100003486261	NYLAS NYLAS.COM CA	495.78
05-06	05-05	74987506125003992671067	RESOLUME B.V. DEN HAAG	473.63
			(FOREIGN CURRENCY)399.00 EUR 05/06 (RATE)0.8424	
05-07	05-06	24801976127741718392870	EDUCATIONAL THEATRE ASSO 513-977-5523 OH	145.00
05-08	05-07	24011346127100163881592	WWW.CASBO.ORG WWW.CASBO.ORG CA	4,375.00
05-08	05-07	24011346128100029447298	EVENT TICKET 15 JUN WWW.AERIES.CO CA	150.00

(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

106481879800311 S

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

FERNANDO DELGADO
Account Number : 4866 9100 7248 5613
Unique ID: XXXX XXXX XXXX 0112
Statement Date : 05-25-2026

New Activity - Continued

Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-08	05-07	24011346128100029692414	EVENT TICKET 18 MAY WWW.AERIES.CO CA	150.00
05-08	05-07	2469216612740161869 1158	WWW COSTCO COM 800-955-2292 WA	877.99
05-11	05-08	24231686128743028017639	SMARTANDFINAL 409 510-851-8548 CA	207.09
05-11	05-08	24692166128402972578022	IN *NATIONAL AWARDS RECOG 601-3660800 MS	417.80
05-11	05-07	24765186130017015550154	HONEYBAKED HAM #8939 NORTHRIDGE CA	2,110.77
05-13	05-12	24011346133100030017497	SP TROPHYDEPOT TROPHYDEPOT.C NC	248.72
05-13	05-12	24692166132406753881137	WWW COSTCO COM 800-955-2292 WA	411.38
05-18	05-15	24906416135257807439267	NASSP PRODUCT & SERVICE 703-8600200 VA	736.99
05-20	05-19	24000776139100039281768	STONEFIREGRILL ORDER.STONEFI CA	774.78
05-20	05-19	24011346140100008609904	WWW.ACADEMYMUSEUM.ORG ACADEMYMUSEUM CA	66.00
05-20	05-19	24036296139714116304280	FIVERR * 954-368-2267 NY	109.00
05-20	05-19	24036296139744116657395	FIVERR * 954-368-2267 NY	263.75
05-20	05-19	24492166140100009638019	SP THE HONOR CORD CO THEHONORCORDC ID	123.90
05-20	05-18	24750696139900192501411	MUSIC THEATRE INTL 212-5414684 NY	2,249.64
05-20	05-19	24793386139002600424216	NINTENDO CB1632304295 800-2553700 WA	19.99
05-21	05-20	24137466140100334256037	TST* NOTHING BUNDT CAKES 818-340-2253 CA	149.00
05-22	05-21	24793386141000034838064	NINTENDO CA1633176865 800-2553700 WA	29.99
05-22	05-21	24793386141000441533068	NINTENDO CA1633176510 800-2553700 WA	24.99
05-25	05-24	24204296144001499368218	GOOGLE PLAY BOOKS 650-2530000 CA	2.49
05-25	05-22	24231686142759496017333	SMARTANDFINAL 409 510-851-8548 CA	102.62
05-25	05-22	24231686142759496017366	SMARTANDFINAL 409 510-851-8548 CA	128.50
05-25	05-22	24431066143435920702996	WALTERS-WW33 CANOGA PARK CA	5,487.64
05-25	05-22	24492166143100016396160	HOME-CAMPUS.COM HOME-CAMPUS.C CA	695.00

Coversheet

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

Section: II. Consent
Item: G. Approval of the 2025-2028 LACOE Contract for California School-Based Medi-Cal Administrative Activities Program
Purpose: Vote
Submitted by:
Related Material:
Executive_Summary_Medi-Cal_Administrative_Activities__SMAA__Program_Contrac.pdf

Executive Summary

Medi-Cal Administrative Activities (SMAA) Program Contract (2025–2028)

Contract #: C-25164 – El Camino Real Charter High School & LACOE
Term: July 1, 2025 – June 30, 2028 (with two optional one-year extensions through 2030)

Overview:
El Camino Real Charter High School (ECRCHS) would like to enter into a contract with the Los Angeles County Office of Education (LACOE) to participate in the California School-Based Medi-Cal Administrative Activities (SMAA) Program for the 2025–2028 cycle. This program allows the school to claim federal reimbursement for eligible administrative activities that support Medi-Cal services provided to students.

Problem Addressed:
Schools often face significant challenges in managing and claiming federal reimbursements for Medi-Cal administrative activities. The complexity of compliance requirements, the need for precise documentation, and the lack of dedicated administrative capacity often result in underutilized funds, delayed claims, and exposure to audit risks. This contract addresses these challenges by providing El Camino Real Charter High School with direct support from the Los Angeles County Office of Education (LACOE). Through centralized oversight, staff training, standardized processes using the Random Moment Time Survey (RMTS) system, and streamlined reimbursement procedures, the contract ensures that the school can efficiently access eligible federal funds while maintaining compliance with state and federal requirements.

Key Objectives:
- Reimburse ECRCHS for eligible administrative costs related to Medi-Cal.
- Ensure compliance with federal and state regulations through LACOE's management.
- Utilize the Random Moment Time Survey (RMTS) system for activity tracking.

LACOE Responsibilities:
- Administer RMTS and oversee all SMAA claiming activities.
- Certify expenditure data and submit invoices to the California Department of Health Care Services (DHCS) on behalf of ECRCHS.
- Provide technical assistance, staff training, and compliance monitoring.
- Issue quarterly reimbursements and annual summary reports to ECRCHS.

Executive Summary

Medi-Cal Administrative Activities (SMAA) Program Contract (2025–2028)

Contract #: C-25164 – El Camino Real Charter High School & LACOE
Term: July 1, 2025 – June 30, 2028 (with two optional one-year extensions through 2030)

ECRCHS Responsibilities:

- Designate a Fiscal Contact and SMAA Program Coordinator.
- Ensure timely and accurate participation in time surveys and submission of financial data.
- Maintain compliance with all SMAA regulations and retain documentation for 5 years.
- Reimburse LACOE for any disallowed claims plus interest and collection costs if applicable.

Compensation and Fees:
Administrative fees are assessed per quarter per participant:

- $40 per participant in Q1 of each year.
- $60 per participant in Q2, Q3, and Q4 of each year.

Fees may be adjusted annually to cover program costs. LEA may be charged a reduced rate if under 50 participants or limited RMTS use.

Other Notable Provisions:

- Procedures for reimbursement in the event of school closure.
- Indemnification clause protecting LACOE against LEA-related liabilities.
- Termination clause allows either party to exit the agreement with 30 days' notice.
- Dispute resolution process includes mediation and binding arbitration.
- Compliance with laws on insurance, non-discrimination, employee fingerprinting, drug-free policies, and grant fund contingencies.

Federal Program Information:
Program Name: Medical Assistance Program (Medi-Cal)

CFDA Number: 93.778

Execution & Validity:
Signatures from authorized representatives are required. Contract is subject to ratification by LACOE's Superintendent or designee.

Coversheet

Approval to enter the 2026-2027 State SELPA-Approved Master Agreement for NPA/NPS for Special Education services for: Piece of Mind Care Services, EdLogical/Pointquest, Cross Country Education, and Inspire Communications

Section: II. Consent
Item: H. Approval to enter the 2026-2027 State SELPA-Approved Master Agreement for NPA/NPS for Special Education services for: Piece of Mind Care Services, EdLogical/Pointquest, Cross Country Education, and Inspire Communications
Purpose: Vote
Submitted by:
Related Material: 2026-2027_Rate_Sheets_for_Board_Contract_Approvals.pdf
2026-2027_State_SELPA_Master_Contract.pdf
2026-2027_Special_Education_Related_Service_Quotes_6.26.pdf

Piece of Mind Care Services

6442 Platt Ave. #189 West Hills, Ca. 91307

Rate Sheet 2026-2027

Service	Rate
BII (Behavior Intervention Implementation)	44 hr.
Instructional Assistant (IA) Class only	42 hr.
BID (Behavior Intervention Development)	62 hr.
DHH (Deaf Hard Hearing) services	143.17 hr.
Inclusion Facilitator (IF)	90 hr.
ELL (English Language Learners)	90 hr.
OT (Occupational Therapy)	130 hr.
PT (Physical Therapy)	200 hr.
School Psychologist	125 hr.
APE (On site services)	103 hr.
APE (Remote- IEP prep, meetings, documentation, correspondence)	103 hr.
Substitute Teaching (Mild-Moderate, Moderate-Severe)	$350 per school day (8 Hour max)
Recruiter Fee ***	$3,000.00 for the first hire, $4,500.00 for the second hire, and $6,000.00 for each hire thereafter. Payment of this recruiter fee shall be made at the rate of $1,500.00 per month per hired employee, until the fee is paid in full. The School shall promptly notify Service Provider of any such hires.

The School recognizes that Service Provider recruits and trains its staff placed at the School, which is a significant expense to Service Provider. In the event that the School hires Service Provider's staff, then the School shall agree to pay Service Provider a recruiter fee

All services include background checks (per DOJ guidelines and requirements) and ongoing monitoring, Professional Liability Insurance, Workers Compensation Insurance, TB screening, Professional Development and all other required insurances outlined by CDE. Service provider is certified NPA (ID Code: 9903455) through California Department of Education and is qualified to provide services at school site listed above.

EDLOGICAL GROUP

A MEMBER OF POINT QUEST GROUP

Rate Sheet

Related services, student support, and health services

2026-2027 Academic Year

Provider	Mininum Hours	Hourly Rate
Adapted Physical Education Teacher (APE)	4	$107
American Sign Language Interpreter (ASL-T)	2	$150
Assistive Tehcnology Specialist (AT)	2	$150
Asssociate Marriage & Family Therapist (AMFT)	7	$82
Audiologist (AUD)	2	$168
Behavior Implementation Intervention (BII)	7	$50
Board Certified Behavior Analyst (BCBA)	3	$124
Certified Nurse Assistant (CNA)	7	$60
Certified Occupational Therapy Assistant (COTA)	4	$83
Credentialed School Nurse (CSN)	4	$114
Deaf and Hard of Hearing Teacher (DHH)	2	$124
Instructional Assistant (IA)	7	$46
Licensed Marriage & Family Therapist (LMFT)	7	$97
Licensed Vocational Nurse (LVN)	7	$78

Provider	Mininum Hours	Hourly Rate
Medical Assistant (MA)	7	$61
Occupational Therapist (OT)	3	$134
Office Assistant (OA)	7	$45
Orthopedic Impairment Specialist (OI)	2	$150
Physical Therapist Assistant (PTA)	4	$83
Physical Therapist (PT)	3	$135
Recreational Therapist (RT)	3	$134
Registered Nurse (RN)	7	$110
Resource Specialist Teacher (RST)	4	$104
School Psychologist (SP)	3	$122
Special Ed Coordinator (SEC)	4	$220
Speech and Language Therapy Assistant (SLPA)	4	$83
Speech and Language Pathologist (SLP)	3	$134
Translation Support Services (TSS)	2	$150
Vistually Impaired Specialist (VI)	4	$150

Minimum hours apply for on-site work
Virtual work is a one hour minimum

Additional Fees

Administrative Tasks	Administrative tasks related to assignments such as communications with school coordinators/staff and parents/guardians; Setting up and preparing for assessments and sessions; Caseload and set up and session preparation; Documentation into databases; SEIS/Welligent tasks; Research tasks; Running reports; Housekeeping tasks	1-30 minutes: at .50 minimum hourly rate 31-60 minutes: at 1-hour minimum hourly rate 61 minutes and above: hours worked at hourly rate
Breaks	CA mandated breaks will be billed to school site if provider is requested to work without break for more than 5 hours	Hourly rate
Consultation	Collaboration with school staff, parents/guardians and/or IEP team for consultation/conference meetings; Review of student records	1 hour minimum at hourly rate
Drive Time	If provider drives more than 30 miles one way	Hourly rate
IEP Development/Attendance	Assessment/services coordination; IEP review; Progress reports; Session notes; Attending IEP meetings; Database upload of IEP documents and completing information	1 hour minimum at hourly rate
Lesson/Session Planning	Lesson and session planning in preparationof service delivery, teaching, and caseload management	1 hour minimum at hourly rate
No Show/Cancelation/ Absence	Cancelation made without a 24-hour notice of scheduled service, assessment, or meeting	Hourly rate
Professional Development/Staff Trainings	In-person or virtual training: Coordination, prep and training time	Double hourly rate
Rush Assessment Requests	· Academics, APE, AT, Audiological, DHH, FBA, health, OI, OT, PT, and VI: requested less than 10 business days before due date · Psych and speech: requested less than 15 business days before due date	1 1/2 hourly rate
Schedule Changes	School provides 24-hour notice of any changes in the school or students' schedule that will impact the provider's scheduled visit.	Hourly rate
School Closure	Unforeseen power outage, natural disaster, school closures, etc. without 24-hour notice	Half of scheduled time
Special Assessment Tools	Special assessment tools that require provider to utilize to assess students	Hourly rate
Supervision	Supervision of interns or assistants	Hourly rate
Travel Time – Long Distance Over 60+ miles	If travel accommodations are required	$300/day per provider

EXHIBIT A: 2026-2027 RATES

EXHIBIT A
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each Personnel, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such employee's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. REPORTING PAY

For Special Education visits, a one-hour minimum visit will be assessed if we are not advised 24 hours in advance of a schedule change.

C. MINIMUM BILLING

All services have minimum billing requirements, which are listed in the rate tables below.

D. RATE CHANGES

The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

E. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 06/28/2026

FEES FOR SPECIAL EDUCATION PROVIDERS, ASSESSORS AND CONSULTANTS

Special Education Provider Rates (Minimum Visit Rates are for on-site visits. Off-site time is billed in 15 min. increments)	Hourly Rate	Minimum Billing Increments
Academic Assessor	$116.39	1 hour for IEPs, virtual services, and consultation
Adapted Physical Education Teacher (APE)	$101.97	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Assistive Technology (AT)	$118.45	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Augmentative and Alternative Communication (AAC)	$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Behavior Intervention Development (BID)	$119.48	1 hour for IEPs, virtual services and consultation; 2 hours for direct services
Case Manager	$119.48	4 hours weekly
Certified Occupational Therapist Assistant (COTA) Supervisor provided by CCE and Client is not charged for supervision separately.	$83.95	1 hour for virtual services; 3 hours for direct services
CF	$97.85	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Credentialed School Nurse w/ Audiometrist Certificate (SN)	$123.60	1 hour per day
Deaf and Hard of Hearing (DHH)	$129.78	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
DIS Counselor	$91.67	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Education Specialist	$104.03	8 hours daily
Educational Audiologist	$175.10	1 hour for IEP’s and consultation
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICS or ERMHS)	$116.39	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Expert Consult	$195.70	2 hours per day
Expert Program Oversight	$174.00	1 hour per day
Occupational Therapist (OT)	$122.06	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Program Administrator	$162.74	4 hours weekly

School Psychologist	$123.60	1 hour for IEPs, virtual services, consultation and on-site services
Speech and Language Pathologist (SLP)	$130.81	1 hour for IEPs, virtual services and consultation; 3 hours for direct services
Speech and Language Pathology Assistant (SLPA) Supervisor provided by CCE and Client is not charged for supervision separately.	$83.95	1 hour for virtual services; 3 hours for direct services
Translation	$100.00	1 hour per request
Other Providers not listed in the agreement	Contact for quote	
Permanent Placement Fees for Special Education Providers and Assessors		
All modalities	$35,000 flat fee	

TRAINING FEES

Description of Fees	Fee
Training Services CCE provides an array of training options. Call us and we will create a customized plan to address your needs.	Contact for quote

EXHIBIT A – SUBSTITUTE SERVICES
NEW MEDISCAN II, LLC DBA CROSS COUNTRY EDUCATION
RATES AND TERMS

A. PLACEMENT FEES

Conversion terms shall apply unless this right is specifically protected in accordance with state and/or local law in the location of services. In the event this right is prohibited by law, this section shall be null and void. Client recognizes and acknowledges that Agency spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining any individual introduced by Agency. Client shall not hire, nor attempt to hire, directly or indirectly, personally or through an agent or agency, contract with or hire directly any staff after the latest date of verbal and/or written introduction, referral, or date of work for a period of six (6) months without payment of the Placement Fee. Should Client wish to enter into a permanent placement agreement, independent contract agreement, and/or refer Personnel to a third party for employment, Client agrees to pay the amount listed below.

Client shall be required to immediately pay to Agency the Placement Fee for each individual, in the event that (a) Client hires, directly or indirectly (e.g., through another staffing company or through an affiliated medical Client), while employed by Agency and/or within six (6) months of the termination of such individual's employment with Agency or (b) Client causes, the Staff member directly or indirectly, to leave the employment of Agency.

B. SUBSTITUTE TEACHER DAILY CALCULATIONS

The hours billed are inclusive of an additional 15 minutes at the start and 15 minutes at the end time of the Client's bell schedule. An additional 15 minutes may be added to the start of the workday, if a morning break is not included in the Client's bell schedule. As lunch is unpaid, the duration of the lunch shall be deducted from the above calculation.

C. LESSON PLANNING AND GRADING CALCULATIONS

Lesson planning rates shall be included for any and all assignments requiring lesson planning or grading. Client will be billed retroactively, if applicable. Pupil Free Days and Professional Development Days will be billed at the lesson planning rate if Personnel is required to report to work on those days. If transition days are requested, they will be billed as an assignment not requiring lesson planning. If a lesson planning substitute teacher is absent, the Client will be charged the lesson planning rate of that teacher when Personnel cover the assignment. When Personnel have a credential/certificate, the higher lesson planning rate applies when the class covered is that of the Personnel's certificate/credential. A Client administrator or administrative designee must approve all additional duties on the Personnel's timecard. Daily rate encompasses 8 hours a day. All additional time past the 8th hour is considered overtime and the overtime rate will apply. CCE Personnel are entitled to one prep period per lesson planning assignment. Should a prep period not be available to the Personnel during the 8-hour day, a surcharge of one hour will be assessed. If the full day plus the prep period adjustment exceeds 8 hours in a day or 40 hours in the week, the overtime rate will apply. Personnel must also be provided with legally required breaks and a duty-free 30-minute lunch. If neither of these are provided, additional fees will apply.

D. Overtime Rate Application: For long-term assignments, if the scheduled start time is 2:00 PM or later on three (3) or more days within a given workweek, the overtime rate will apply to all days in that week. This includes any day that begins prior to 2:00 PM. If coverage on any day is fulfilled by a different individual due to absence, the same overtime rate will apply to that day.

E. BREAKS AND REST PERIODS

Client agrees to schedule and supervise all Personnel while on assignment with Client and provide all Personnel with all meal periods and rest breaks required by law. Client shall reimburse Agency for any costs, including penalties, incurred by Agency should Client fail to comply with this requirement.

F. CONFIRMED ASSIGNMENT CHANGES.

Once an Personnel is in route to the confirmed assignment, Client may not reduce the confirmed hours or materially change the type or location of the assignment confirmed. If the Client extends the assignment end time, the rate will change accordingly. If the assignment hours are shortened, the full rate of the confirmed assignment will be charged. Client shall immediately notify Agency within 1 business day if Personnel does not show up for a confirmed assignment. Client will be charged all confirmed amounts unless Agency is notified of the Personnel "No Show".

G. REPORTING PAY/BILL FOR ASSIGNMENT CANCELLATION.

For Substitute Services, reporting pay may be billed at the regular bill rate in accordance with current state and federal laws. Client may be charged if a confirmed assignment is cancelled once the employee is in route or has arrived at the assignment. For bus rider assignments, the assignment begins at the student's residence.

H. TIME AND ATTENDANCE

A Client representative and the assigned Personnel shall each provide the hours worked by Personnel. For per diem Personnel, the electronic timekeeping software shall be provided by Agency to Client and updated daily so that Client can review. For long term Personnel, a Client representative shall promptly approve the hours worked by Personnel by responding weekly to an email provided by Agency to Client with hours worked at their school site, indicating exact time in and time out, including records of all breaks and meal periods. Time entries not formally approved on such a basis shall be deemed accepted and approved by Client and processed for invoicing. Client's approval shall constitute Client's acceptance and waiver of objections to the work performed by Personnel, the number of hours so listed, the shift and unit worked by Personnel and other additional charges listed thereof.

I. RATE CHANGES

The regular rates are subject to additional increase mid-year in the event that FICA, FUTA, SUTA or other applicable taxes are increased by the governing body. In the event of such increase, Agency will increase the regular rates by the exact amount such tax is increased without additional markup or profit to Agency. The rates and terms in this exhibit may be increased or decreased yearly. Clients will receive these updates at least 30 days prior to the effective date.

J. MINIMUM BILLING

Some services have minimum billing requirements, which are listed in the rate tables.

K. RATES

The following rates shall be effective for all working Personnel, new starts, extensions and renewals as first dated below.

EFFECTIVE DATE: 6/28/2026
FEES FOR SUBSTITUTE TEACHERS & SCHOOL SUPPORT STAFF

Rates and Fees for Substitute Teacher Assignments	Rates
Per Diem – no lesson planning or grading - Full Day – 0.00 – 8.00 hours	$405.00 per day
Long-Term – Lesson Planning and Grading - Teacher with a 30-day Substitute Permit - Full Day – 0.00 – 8.00 hours	$440.00 per day
Long-Term - Lesson Planning and Grading - Credentialed Teacher (not including Special Education Credential) - Full Day – 0.00 – 8.00 hours	$480.00 per day
Long-Term - Lesson Planning and Grading - Special Education Credentialed Teacher - Full Day – 0.00 – 8.00 hours	$600.00 per day
Overtime, Failure to Provide Lunch Break or Failure to provide Rest Break	1.5x the hourly rate for the affected assignment
Missed Prep Fee for lesson planning or grading assignments	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	4 hours at the hourly rate for the affected assignment

Rates and Fees for School Support Staff	Hourly Rate
Campus Aide – no classroom support – high school diploma	$31.00 per hour
Paraprofessional – classroom support – high school diploma + Parapro certification	$35.50 per hour
Office Assistant – no classroom support – high school diploma	$35.50 per hour
Special Education Aide or Teacher Assistant – classroom support – 48 units	$35.50 per hour
Certified Nursing Assistant (CNA) – licensed	$41.75 per hour
Licensed Vocational Nurse (LVN) – licensed	$59.25 per hour
Behavior Intervention Aide (BII)	$41.75 per hour
Behavior Intervention - NCI Certified or QBS Trained – classroom support - licensed	$41.75 per hour
Overtime, Failure to Provide Lunch Break, Failure to provide Rest Break and After-School Assignment (2pm or later) Hourly rate	1.5x the hourly rate for the affected assignment
No Notice Cancellation Fee	½ scheduled shift but no less than 2 hours
Placement Fees for Teachers and School Support Staff	
Credentialed Teachers	$10,000 flat rate fee
1-90 assigned days at client site	$5,000 flat rate fee
>90 assigned days at client site	$3,500 flat rate fee

EXHIBIT B: ISA

INDIVIDUAL SERVICE AGREEMENT FOR RELATED SERVICES
NONPUBLIC, NONSECTARIANSCHOOL/AGENCY SERVICES
(Education Code sections 56365, 56366, et seq.) (Page 1 of 2)

NAME OF LOCAL EDUCATION AGENCY: _____
NAME OF NONPUBLIC SCHOOL/AGENCY: _____
PUPIL NAME: _____ SEX: ☐ M ☐ F
(Last) (First) (Middle)
PUPIL I.D./S.S. #: _____ BIRTHDATE: _____ GRADE: _____
RESIDENTIAL SETTING: ☐ HOME ☐ FOSTER ☐ LCI LCI PHONE # _____
PARENT/GUARDIAN: _____ PHONE: _____ _____
(Residence) (Business)
PUPIL'S ADDRESS: _____ CITY: _____ STATE: CA ZIP: _____
NON-EDUCATIONAL PLACING AGENCY: (If applicable) _____

CONTRACT TERMS

1. The pupil's teacher/service provider will hold the following credential/license: _____ (Generic description, i.e., LH Credential).
2. The class size for the pupil will not exceed _____ and/or the therapist/pupil ratio will not exceed 1:1/group .
3. The length of the instructional program will be consistent with the Master Contract unless otherwise specified.
4. Authorized educational services as specified in the IEP shall be provided by the CONTRACTOR under other provisions up to the amount specified.
5. Method for complying with statewide standardized assessment requirements: _____
6. Other provisions (attachments as necessary). _____

A. BASIC EDUCATION PROGRAM (Applies to Nonpublic schools only)

Number of Days _____ x Per Diem $ _____ = Total Basic Education Costs (A) $ _____
(Include extended school year days as appropriate to the pupil's IEP)

B. RELATED SERVICES

	Service Provider			Total Minutes Hrly/ Per Week/or Session	Cost Per Session					Annual Max Total Cost For Contract Period
	LEA	NPS/A	OTHER		DLY	WKLY	HRLY	GROUP	# of Wks	
1. Transportation										
2. S&L - Group										
3. S&L - Individual										
4. OT - Group										
5. OT - Individual										
6. PT										
7. ABA - Consult										
8. ABA – Direct										
9. ABA - Supervision										
10. AB - Assessment										
11. Other										

MAXIMUM TOTAL RELATED SERVICES COST (B) $ _____
MAXIMUM TOTAL BASIC EDUCATION AND RELATED SERVICES COST (A + B) $ _____
MAXIMUM PER DIEM FOR BASIC EDUCATION AND RELATED SERVICES $ _____

NPS/A Service Agreement, Rev. 7-14
Page 1 of 2

Powered by BoardOnTrack

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code sections 56365, 56366, et seq.) (Page 2 of 2)

PUPIL NAME: _____ (Last) _____ (First) _____ (Middle)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School/Agency Service (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The Contractor will implement the Individualized Education Program (IEP) in accordance with this Agreement and the Master Contractor, and will request an IEP review prior to any change in the service program. Invoices shall be submitted based on actual service provided and attendance standards addressed in the Master Contract.

The parties hereto have executed this contract by and through their duly authorized agents or representatives. This contract is effective on _____ and terminates at 5:00 p.m. on _____ unless sooner terminated as provided herein.

-CONTRACTOR-		-LOCAL EDUCATIONAL AGENCY-	
(Authorized Signature)	(Date)	(Authorized Signature)	(Date)
(Type or Print Name)	(Date)	(Type or Print Name)	(Date)
(Name of NPS/NPA)		(Name of District, SELPA, County Office)	
(Mailing Address)		(Mailing Address)	
(City/State/Zip Code)		(City/State/Zip Code)	

EXHIBIT C: 2026-2027 Credentialing Requirements

Special Education Providers, Substitute Teachers and Support Staff
HEALTH SCREENING AND CREDENTIALING REQUIREMENTS

1. Agency's Personnel must meet the requirements set forth below in accordance with the below tables based on the location of services being provided. Client agrees to not require the employee to provide any additional items other than those listed below. Agency attests that for each of its respective employees they meet the minimum requirements and (a) they have completed all of the health and background screenings requirements below; (b) there has been no break in service greater than 180 days of such employees subsequent to conducting such health and background screenings; and (c) the results of those screenings has not shown any issues that would render such employee reasonably unacceptable to the Client or otherwise negatively impact the health or safety of any child.

2. Client understands and agrees that it will incur additional costs for any health screenings and/or credentialing requested that is not set forth in this Exhibit B. In addition, any requests by Client other than as set forth on Exhibit B must be agreed upon in writing before Agency shall be required to provide any such additional health screenings and/or credentialing.

3. Items on this document cannot be waived or altered unless approved by the Senior Director of Business Administration or the Vice President of Education . Any item waived cannot be an item that places the employee in a non-compliant status per applicable laws and directives.

FOR SERVICES PROVIDED IN CALIFORNIA		
TYPE	**FREQUENCY**	**DETAILS**
TB Test	At hire, re-activation, and at expiration	Must be within past 60 days and expires 4 years after test results read
State of California License (Academic Assessor, Registered Nurse, Registered Behavior Technician, Licensed Vocational Nurse, Marriage and Family Therapist, Music Therapist, Art Therapist, Physical Therapist, Physical Therapist Assistant, Licensed Clinical Social Worker, Speech Language Pathologist, Speech Language Pathologist Assistant, Certified Occupational Therapist Assistant, Occupational Therapist, Orientation/Mobility Specialist, Psychologist, Audiologist, Behavior Intervention Development, and Certified Nursing Assistant only)	At hire, re-activation, and at expiration	Unencumbered license - all flags or suspensions must be explained and evaluated by a Director prior to hire
Board Certified Behavior Analyst (BCBA) License	At hire, re-activation, and at expiration	Unencumbered license - all disciplinary sanctions must be explained and evaluated by a Director prior to hire
Non-Violent Crisis Intervention Training (if required)	At hire, re-activation, and at expiration	Current and Valid

CTC Permit (30-day permitted substitute teachers only)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
CTC Credential (Special Education Teacher, Case Manager, Certified or Credentialed Nurse, Educational Diagnostician, Education Specialist, Expert Consult, Program Admin, Teachers for the Deaf and Hard of Hearing, Teachers for the Visually Impaired, Resource Teacher, School Psychologist, Adapted Physical Education Teacher, and School Counselor)	At hire, re-activation, and at expiration	Current and valid - all flags or suspensions must be explained and evaluated by a Director prior to hire
Transcripts – 48 Units (SpEd Aide, Teacher Assistant)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School (Office, Campus Aide, BII)	At hire and re-activation	Units earned meet or exceed ESSA requirements
Transcripts – High School + Parapro Certification (Paraprofessional)	At hire and re-activation	Units earned meet or exceed ESSA requirements
First Aid/CPR License (RN, LVN or CNA Only)	At hire, re-activation, and at expiration	Current and Valid
Livescan Results (DOJ/FBI)	At hire, re-activation, and as subsequent arrests are received by DOJ/FBI	Any convictions must be explained and evaluated for Ed Code compliance. If acceptable per Ed Code, evaluated by a Director before hire.
Mandated Reporter, Bloodborne Pathogen	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Positive Behavior Interventions and Supports Trainings (SpEd Providers and BII's)	At hire, re-activation, and yearly thereafter	Attestation of completion is maintained in the employee file.
Sexual Harassment Training	At hire or reactivation, and every 2 years thereafter	Certificate of completion is maintained in the employee file.

EXHIBIT D: 2026-2027 Locations

inspire COMMUNICATION Speech Therapy for the Whole Family!

EL CAMINO HOURLY RATE SHEET FOR JULY 1, 2026 - JUNE 30, 2027

Individual and Group Treatment in Clinic or Virtual	**Hourly Rate**
Speech Language Pathologist with CCC-SLP and CA license	$ 91.67
Speech Language Pathologist, Clinical Fellow with RPE license	$ 91.67
Speech Language Pathology Assistant with CA license	$ 91.67
Individual and Group Treatment at School Site	**Hourly Rate**
Speech Language Pathologist with CCC-SLP and CA license	$ 91.67
Speech Language Pathologist, Clinical Fellow with RPE license	$ 91.67
Speech Language Pathology Assistant with CA license	$ 91.67
Assessment - El Camino Per Diem Rate	**Included**
Off-candar rate for assessment	
Basic Assessment and Report (includes expressive/receptive language and vocabulary)	$ 450.00
Additional Assessment (per test administered) (includes articulation, fluency, pragmatics, cognition)	$ 100.00
Screening with recommendations	$ 120.00
CONTRACTED Per Diem Rates Based on a 7-hour day, no more than 12 students per day caseload for SLP/SLP-CFY and 6-hour day, no more than 10 students per day caseload for SLPA; rate includes standard assessment, treatment, IEP attendance and preparation by SLP--**does not include** mediation meetings, due process preparation or court appearances.	**Daily Rate** $550.02 - $641.69
IEP ATTENDANCE (included in per diem rate) (includes preparation and meeting attendance) Speech Language Pathologist with CCC-SLP and CA license	**Hourly Rate** $ 91.67
DUE PROCESS CHARGES phase I (not included in per diem rate) (includes mediation meetings and due process preparation) Speech Language Pathologist with CCC-SLP and CA license	**Hourly Rate** $ 150.00
DUE PROCESS CHARGES phase 2 (not included in per diem rate) (includes expert forensic testimony and court appearances) Speech Language Pathologist with CCC-SLP and CA license	**Per Diem** $ 1,200.00
OTHER SPECIALIZED SERVICES	**Hourly Rate**
Staff training	Provided on Request
In-service presentation	Provided on Request
Departmental meeting attendance	Provided on Request

P.O. Box 921208, Sylmar, CA 91392 * Phone: 818/364-7451 * Fax: 818/364-7498

www.inspiretherapy.org info@inspiretherapy.org

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2026-2027

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between _____, hereinafter referred to as the local educational agency ("LEA"), a member of the _ SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2026 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to Charter School, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to

themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

Commented [BR1]: We recommend that you confirm that this section meets any requirements from your insurance carrier.

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for

payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend Charter School mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance

with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff has determined to be present a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of student, self, or others that cannot be prevented by use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities;
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of

documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

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Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement

is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by a local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code

section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct

contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's

(or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and

CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of enrollment to another charter school or confirms the change to another charter school, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school

calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these

offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification (Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO:_____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

EXHIBIT B: 2026-2027 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2026 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade:_____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( )
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year _____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year _____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

   A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate:_____

   Estimated Number of Days _____ x Daily Rate
   _____ = PROJECTED BASIC EDUCATION COSTS _____

   B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: _____ Quarterly ___ Monthly ___ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-
_____ (Name of Nonpublic School/Agency)	_____ (Name of LEA/SELPA)
_____ (Signature) (Date)	_____ (Signature) (Date)
_____ (Name and Title)	_____ (Name of Superintendent or Authorized Designee)

4902-0919-9525, v. 1

2026-2027 Special Education Related Services Rates

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

Non-Public Agency (NPA)	Behavior Intervention Developer (BID)	Behavioral Aide (BII)	Instructional Aide	Speech and Language Pathologist (SLP)	Speech and Language Pathology Asst. (SLPA)	Occupational Therapy (OT)	Physical Therapy (PT)	Counseling	ERICS (Educationally Related Intensive Counseling)	Deaf / Hard of Hearing (DHH)	Adapted PE (APE)	Special Education / Inclusion Teacher (SAI)
Cross Country (CCE)	*$119.48/hr*	*$41.75/hr*	*$35.50/hr*	*$130.81/hr*	*$83.95/hr*	*$122.06/hr*		*$91.67/hr*	*$116.39/hr - 123.60/hr*	*$129.78/hr*	*$109.97/hr*	*$104.03-119.48/hr*
Dynamic Education Services	$145/hr	$95/hr		$175/hr		$175/hr		$145/hr	$145/hr	$165/hr	$165/hr	$150/hr
EdLogical / Point Quest	$124/hr	$50/hr	$46/hr	$134/hr	$83/hr	$134/hr	$135/hr	$122/hr	$122/hr	$124/hr	$107/hr	$104/hr
Inspire Communications				$91.67/hr	$91.67/hr							
McRory Pediatrics	$125/hr	$75/hr		$165/hr		$165/hr	$170/hr	$120/hr				
Piece of Mind (POM)	$62/hr	$44/hr	$42/hr			$130/hr	$200/hr	$125/hr	$125/hr		$103/hr	$90/hr
Professional Tutors of America (PTA)	$146/hr	$146/hr		$146/hr		$146/hr		$146/hr	$146/hr			$100/hr
Total Educational Solutions (TES)	$98/hr	$62/hr	$62/hr	$144/hr	$110/hr	$136/hr	$154/hr	$118/hr	$146/hr		$140/hr	$130/hr
Verdugo Hills Autism Project (VHAP)*	*$88/hr*	*$65/hr*										
Working With Autism (WWA)	$82.42/hr	$63.78/hr										

6/10/2026

** These are the 2025-2026 rates as new rates for 2026-2027 are not yet available.*

Possible Related Services Include:

Adapted PE (APE)
Assistive Technology (AT)
Audiology
Behavior Intervention Development (BID)
Counseling and Guidance
Deaf / Hard of Hearing (DHH)
Health and Nursing
Inclusion for Moderate/Severe
Interpreting (such as ASL)
Language and Speech (LAS)
Occupational Therapy (OT)
Orientation and Mobility (OM)
Paraprofessional for Behavior, Safety, or Instructional Needs
Parent Counseling and Training (PCT)
Physical Therapy (PT)
Psychological Services (ERICS)
Recreation Therapy (RT)
Rehabilitation Counseling (Vocational)
Resource Specialist Program (RSP)
Specialized Academic Instruction (SAI)
Transportation
Vision - Blind / Partially Sighted (VI)

Coversheet

Approval to enter into the 2026-2027 State SELPA-Approved NPA/NPS Master Agreement for Child and Family Guidance Center (Northpoint School) and The Help Group once rates have been finalized for the LAUSD SELPA.

Section: II. Consent
Item: I. Approval to enter into the 2026-2027 State SELPA-Approved NPA/NPS Master Agreement for Child and Family Guidance Center (Northpoint School) and The Help Group once rates have been finalized for the LAUSD SELPA.
Purpose: Vote
Submitted by:
Related Material: -2026-2027_State_SELPA_Master_Contract.pdf

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2026-2027

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between _____, hereinafter referred to as the local educational agency ("LEA"), a member of the _ SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2026 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to Charter School, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to

themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

Commented [BR1]: We recommend that you confirm that this section meets any requirements from your insurance carrier.

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for

payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend Charter School mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance

with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff has determined to be present a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of student, self, or others that cannot be prevented by use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities;
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of

documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement

is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by a local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code

section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct

contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's

(or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and

CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of enrollment to another charter school or confirms the change to another charter school, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school

calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these

offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO:_____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

EXHIBIT B: 2026-2027 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2026 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade:_____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( )
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year _____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year _____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

   A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate:_____

   Estimated Number of Days _____ x Daily Rate
   _____ = PROJECTED BASIC EDUCATION COSTS _____

   B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: _____ Quarterly ___ Monthly ___ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-
_____ (Name of Nonpublic School/Agency)	_____ (Name of LEA/SELPA)
_____ (Signature) (Date)	_____ (Signature) (Date)
_____ (Name and Title)	_____ (Name of Superintendent or Authorized Designee)

4902-0919-9525, v. 1

Coversheet

Approval to enter the 2026-2027 State SELPA-Approved NPA/NPS Master Agreement with revisions for Dubnoff School

Section: II. Consent
Item: J. Approval to enter the 2026-2027 State SELPA-Approved NPA/NPS Master Agreement with revisions for Dubnoff School
Purpose: Vote
Submitted by:
Related Material:
2026-2027_State_SELPA_Master_Contract_-_Dubnoff__redline_-_rev._6.15.pdf

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2026-2027

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between _____, hereinafter referred to as the local educational agency ("LEA"), a member of the _ SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026 to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2026 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to Charter School, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent

compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to

themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

Commented [BR1]: We recommend that you confirm that this section meets any requirements from your insurance carrier.

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the

cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities. CONTRACTOR and LEA agree that the maximum class size during the regular and extended school year will may be temporarily increased to 14 students when necessary.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to

have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend Charter School mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact

or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff has determined to be present a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of student, self, or others that cannot be prevented by use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities;
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be

transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education

eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by a local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard

focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California

Department of Justice (hereinafter referred to as “CDOJ”) and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR’s employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR’s employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee’s conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher’s scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master’s degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator’s qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's

service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required

complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the

Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of enrollment to another charter school or confirms the change to another charter school, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business

days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service

logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with

obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Nonpublic School/Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
Name and Title of Authorized Representative	**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Name and Title	**Name and Title**
Nonpublic School/Agency/Related Service Provider	**LEA**
Address	**Address**
City **State** **Zip**	**City** **State** **Zip**
Phone **Fax**	**Phone** **Fax**
Email	**Email**

Additional LEA Notification
(Required if completed)

Name and Title
Address
City **State** **Zip**
Phone **Fax**
Email

EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO:_____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE:

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

EXHIBIT B: 2026-2027 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2026 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade:_____
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( )
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: _____ during the regular school year _____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: _____ during the regular school year _____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

   A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate:_____

   Estimated Number of Days _____ x Daily Rate
   _____ = PROJECTED BASIC EDUCATION COSTS _____

   B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $_____

4. Other Provisions/Attachments:

_____

_____

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: _____ Quarterly ___ Monthly ___ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-
_____ (Name of Nonpublic School/Agency)	_____ (Name of LEA/SELPA)
_____ (Signature) (Date)	_____ (Signature) (Date)
_____ (Name and Title)	_____ (Name of Superintendent or Authorized Designee)

4902-0919-9525, v. 1

Coversheet

Approval of the 2026-2027 contract with Yellow Cab (Administrative Services Cooperative, Inc.) for transportation services for eligible students with disabilities and homeless/foster youth

Section: II. Consent
Item: L. Approval of the 2026-2027 contract with Yellow Cab (Administrative Services Cooperative, Inc.) for transportation services for eligible students with disabilities and homeless/foster youth
Purpose: Vote
Submitted by:
Related Material: 2026-27_ECR-ASC_Transportation_Services_Agreement_6.pdf

INDEPENDENT CONTRACTOR AGREEMENT FOR THE PROVISION OF TRANSPORTATION SERVICES

THIS INDEPENDENT CONTRACTOR AGREEMENT ("Agreement") is entered into as of July 1st, 2026~~5~~, between Administrative Services Cooperative, Inc., a California Corporation ("Contractor") and El Camino Real Alliance, a California nonprofit public benefit corporation that operates the charter school known as El Camino Real Charter High School, (the "School"), with reference to the following facts:

A. Certain special education pupils of the School require transportation during the 2026~~5~~- 2027~~6~~ school year from their homes to the school and back.

B. The School does not provide transportation for its special education pupils; however, the School is willing to reimburse the Contractor for the provision of such services, in accordance with the terms and provisions of this Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Contractor Services

Contractor agrees to transport the following special education pupils (the "Pupil(s)") from their residences to the School and back to their residences each school day during the 2026~~5~~-2027~~6~~ school year (to follow school calendar attached hereto as **EXHIBIT A**):

The contractor shall coordinate with the parents ("Parent") of each Pupil to schedule pick up and drop off of the Pupil during each school day and to provide its services hereunder in such a way that the Pupil will arrive at School by 8:00 a.m. and be picked up promptly after the conclusion of the Pupil's school day. The Contractor's services provided pursuant to this Agreement are referred to herein as the "Services."

The Parent and or Pupil should notify the Contractor the day before if the Services are not required on any regularly scheduled school day. Contractor must secure written authorization from a Parent if the Services are required outside of the regularly scheduled pick up and drop off times.

2. Term; Termination

The term of this agreement shall commence on July 1st, 2026~~5~~ and shall terminate on June 30, 2027~~6~~ unless terminated earlier by either party giving the other thirty (30) days' advance written notice of cancellation, which notice shall specify the last date the Services shall be performed.

3. Fees for Services

The Contractor shall be paid $3.50 per mile, $35.00 Exclusivity charge each way, $35.00/wheelchair, $60 route minimum, and $5.50/car seat charge, $30 no show fee, $30 for hour of wait time (applicable only after a 5-minute grace-period from scheduled pickup time). The Contractor shall invoice the School for the provision of Services on a monthly basis and shall therefore be paid within thirty (30) days after the School's receipt of the Contractor's

invoice for the provision of the Services for the relevant month. Each such invoice shall specify each day on which the Services were provided, which Pupils were transported in accordance with the Agreement, and shall itemize the basis for the charge, document any waiting time or no show charges.

Please note that the School will be responsible for the replacement or repair of equipment in the taxicab vehicle if it is damaged by a student(s), reasonable wear and tear excepted.

Contractor shall be responsible for and shall not seek reimbursement from School for all other costs of operations, including vehicle insurance/registration, fuel, repairs, maintenance, parking fees, and other such incidental costs.

4. Vehicles

The Contractor agrees to supply, at its sole cost and expense, such automobiles (the "Vehicles"), as may be necessary or advisable to lawfully perform the Services. All such Vehicles shall fully comply with all applicable federal, state, and local statutes, regulations, ordinances, rules, and other lawful authority, including Education Code Sections 39875-39882 ("Applicable Law") applicable to vehicular transportation of minor students and it is the Contractor's duty to understand and comply with such Applicable Law.~~:~~ The Contractor shall maintain all such Vehicles in good repair and shall have them inspected consistent with Applicable Law. The Contractor shall be solely responsible for all vehicles used in transporting students.

Upon request, ASC will provide alternative fuel vehicles (sedan) to transport students whenever possible.

5. Contractor's Personnel

The Contractor shall, at its sole cost and expense, provide and supervise such qualified and properly licensed personnel as required by Applicable Law and as deemed appropriate by the Contractor to perform the Services. The Vehicles shall only be used and operated by the Contractor, or persons authorized by the Contractor whose names are on file with the School. The Contractor expressly represents and warrants to the School that its personnel are skilled and properly licensed to perform the Services.

All drivers utilized under this Agreement shall be licensed, tested, background checked, trained and properly certified as required by Applicable Law. All drivers must pass a regular, periodic drug test and must be cleared by the California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI), if applicable, with evidence that each driver has not been charged or convicted of a violent felony listed in Penal Code section 667.5(c), a serious felony listed in Penal Code section 1192.7(c), a sex offense listed in Education Code section 44010, a controlled substance offense listed in Education Code section 44011, a crime involving moral turpitude (such as embezzlement, perjury, fraud, etc.), or any offense which may otherwise make the driver unsuitable or undesirable to work around students with special needs. The Contractor shall also periodically request and receive subsequent arrest and conviction notifications for all drivers from the California Department of Justice to ensure ongoing safety of the Pupils and must report any new notifications of arrests and convictions to the School. All drivers must not have demonstrated irrational behavior to the extent that a reasonable and prudent person would have reasonable cause to believe that the driver's ability to perform the duties of a driver may be impaired, and must not have been convicted of an offense listed in paragraph (1) of subdivision

(a) of Section 13370 of the Vehicle Code, paragraph (5) of subdivision (a) of Section 13370 of the Vehicle Code, or subdivision (b) of Section 13370 of the Vehicle Code.

Contractor certifies that it has required and verified that all drivers ~~who may have frequent or prolonged contact with Pupils has~~ will undergo~~ne~~ a risk assessment and/or has been examined and determined to be free of active tuberculosis pursuant to Education Code Section 49406. Contractor shall require all new drivers pursuant to this Agreement to provide the Contractor with a certificate of tuberculosis clearance dated within the prior sixty (60) days before performing the Services. Drivers shall also be subjected to and comply with drug and alcohol testing consistent with Section 34520.3 of the Vehicle Code, subject to the cannabis discrimination limitations described in Section 12954 of the Government Code, and complete the medical examination requirements set forth in Education Code Section 39877(a)(9).

Contractor's personnel will maintain a daily log sheet and complete the daily pretrip inspection required by Education Code Section 39877(a)(13).

6. Contractors Insurance

The Contractor shall, at its sole cost and expense, obtain and maintain in full force and effect during the term of this agreement, general liability and automobile (common carrier) insurance issued by the insurance companies licensed to do business in California with minimum limits of One Million US Dollars ($1,000,000.00) Combined Single Limit. The School shall be named as an additionally insured of the Policy or Policies and, prior to the commencement of Services, shall be furnished with a certificate of insurance requiring notice to School of at least thirty (30) days prior to cancellation of any such Policy or Policies. Contractor shall obtain workers' compensation insurance as required by law for any employees providing the Services.

7. Assignment of Contractor's Rights

The Contractor shall have NO right to assign its rights or obligations under this Agreement, it being understood that this is a personal services contract.

8. Indemnity of the School

The Contractor hereby agrees to indemnify, defend and hold the School, its Board Members, employees, agents, officers and assigns, free and harmless from and against all claims, causes of action, liabilities, damages, expenses and costs (including, but not limited to, attorney's fees and court costs) arising out of (1) any injury or death to any person or property sustained by the Contractor or the Pupils, or any combination of them, in connection with the providing of the Services, however caused, (2) any injury to any person or property sustained by any person or entity which is caused or alleged to be caused by any act, negligence, fault or omission on the part of the Contractor, or the Pupils, or any combination of them, in connection with the providing of the Services, whether said injury or damage occurs on or off School property, and (3) Contractor's or its drivers' breach of this Agreement.

9. Independent Contractors

In providing the Services, the Contractor shall be and act as an independent contractor in all respects and shall not, for any purpose hereunder, be or act as an employee or agent of the

School. Nothing contained in this Agreement shall be deemed to create a partnership or joint venture between either of the parties to this Agreement with each other or with any other third party. The Contractor understands and agrees that, as an independent contractor, neither it nor its employees or contractors will be eligible to participate in any benefits or privileges given or extended by the School to its employees. The Contractor shall be solely responsible for the payment when due to appropriate taxing authorities of all federal and state income taxes and related obligations of any nature whatsoever on any consideration paid pursuant to this Agreement, as well as any interest, penalties or other sums due thereon and shall indemnify, defend and hold the School, its Board Members, Officers, employees and agents free and harmless therefrom.

10. Notices

All other notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered (including by means of professional messenger service) or sent by registered or certified mail, postage prepaid, return receipt requested, or by facsimile transmission followed by delivery of a "hard" copy, and shall be deemed received upon the date of receipt thereof.

To School:

Emilie Larew – Administrative Director
El Camino Real Charter High School
5440 Valley Circle Blvd.
Woodland Hills, CA, 91367
Ph (818) 595-7500

To Contractor:

Mr. William J. Rouse
Administrative Services Cooperative, Inc.
2050 W 190th Street, Suite 100
Torrance, California 90504
Ph (310) 965-5807

Notice of change of address shall be given by written notice in the manner detailed in paragraph 10 of this Agreement.

11. Default; Cure; Termination

A party is in default of this Agreement if it (a) fails to perform material obligations under this Agreement; (b) becomes insolvent or files for bankruptcy; or (c) substantially ceases operation of its business. A non-defaulting party may terminate this Agreement immediately for cause upon the occurrence of (b) or (c) above. A non-defaulting party may terminate this Agreement for cause upon the occurrence of (a) above if, after providing the defaulting party with written notice specifying the nature of the default, the defaulting party thereafter fails to cure the noticed default within ten (10) calendar days of receipt of the default notice, or, if the nature of the default is such that it cannot be cured within ten (10) calendar days, the non-defaulting party may terminate this Agreement if the defaulting party fails to commence to cure the default within that ten-day period and thereafter continuously and diligently pursues such cure to completion.

Following termination of this Agreement for cause, a non-defaulting party may pursue all legal remedies available to it.

12. Entire Agreement

This Agreement and the attached proposal(s) constitute the entire Agreement between the parties with respect to the provision of the Service and may not be amended except by a writing signed by each of the parties.

13. Waivers

The waiver by either party of a breach or violation of any provisions of this agreement shall not operate as, or be construed to be, a waiver of any subsequent breach or violation of any provision of this Agreement.

14. Attorney Fees

In the event that either party brings an action against the other to enforce any condition or covenant of this Agreement, the prevailing party in such action shall be entitled to recover court costs and reasonable attorneys' fees in the judgment rendered in such action.

15. Performance

Time is of the essence regarding this Agreement and all obligations to be performed under this Agreement.

16. Severability

In the event any of the provisions, or portions, or portions thereof, of this Agreement is held to be unenforceable or invalid, by any court of competent jurisdiction, the validity and enforceability of the remaining provision or portion of it, shall be valid and enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement as of this date July 1st, 2025.

SCHOOL

By: _____

Its: _____

CONTRACTOR

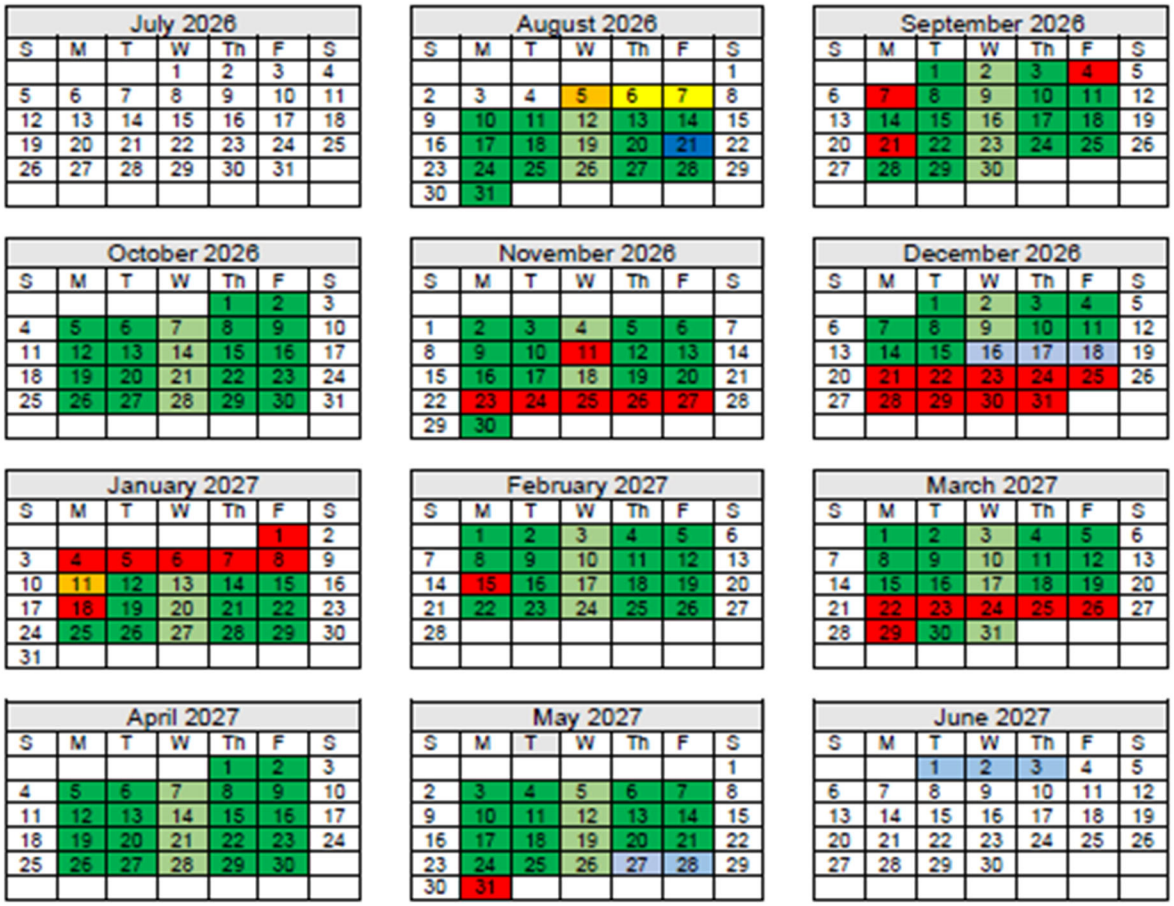
By: _____

Its: _____

INDEPENDENT CONTRACTOR AGREEMENT FOR PROVISION OF TRANSPORTATION SERVICES
Administrative Services Corporation and El Camino Real Charter High School

EXHIBIT A:

EL CAMINO REAL CHARTER HIGH SCHOOL
2026-2027 School Calendar



July 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	Professional Development (PD) Day (Pupil Free)
	Regular Schedule School Day
	No School/Holiday
	Shortened Day

	Pupil Free Day
	Common Planning Day Schedule (9:37am start time)
	Minimum Day Schedule

8/10/26	First Day of Instruction
9/4/26	Admissions Day
9/7/26	Labor Day
9/21/26	Floating Holiday
11/11/26	Veterans' Day
11/23-11/27/26	Thanksgiving Break
12/21/26-1/8/27	Winter Break

1/12/27	Second Semester Begins
1/18/27	Dr. Martin L. King Birthday
2/15/27	Presidents' Day
3/22-3/26/27	Spring Break
3/29/27	Farm Workers' Day Observed
5/31/27	Memorial Day
6/3/27	Last Day of Instruction/Graduation

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Coversheet

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

Section: II. Consent
Item: M. Approval of the renewal of ECRA Medical Insurance Policy Rates with Self-Insured Schools of California (SISC)
Purpose: Vote
Submitted by:
Related Material: Agenda_Item_IV._A_2_-_2026-27_SISC_Rate_Renewal.pdf
Agenda_Item_IV._A_1_-_SISC_Rates.pdf

El Camino Real Charter High School

Self-Insured Schools of California (SISC) — Medical Insurance Renewal

Finance & Investment Committee Meeting | June 17, 2026 | Effective: October 1, 2026 – September 30, 2027

ACTION ITEM: Discuss and Vote to Recommend to the Full Board — Approval of ECRA Medical Insurance Policy Rate Renewal with SISC (FY 2026-27)

MEDICAL PLANS

Plan	Coverage Tier	2025-26 Monthly	2026-27 Monthly	2025-26 Annual	2026-27 Annual
CalCare Value HMO	Low — Composite	$1,736.00	9.4%	$20,832.00	$ 22,788.00
CalCare Premier HMO	High — Composite	$1,946.00	9.0%	$23,352.00	$ 25,464.00
Blue Cross 80-G PPO	Low — Composite	$1,965.00	9.3%	$23,580.00	EE pays $3,204/yr
Blue Cross 90-G PPO	High — Composite	$2,215.00	9.0%	$26,580.00	$ 28,968.00
Kaiser 20 HMO	Low — Composite	$1,489.00	8.1%	$17,868.00	$ 19,320.00
Kaiser 10 HMO	High — Composite	$1,558.00	8.2%	$18,696.00	$ 20,220.00
Waiver — Anchor Bronze	Composite	$709.00	9.4%	$8,508.00	$ 9,312.00

DENTAL PLANS

Plan	Coverage Tier	2025-26 Monthly	2026-27 Monthly	2025-26 Annual	2026-27 Annual
Delta Care DHMO	Employee Only	$14.19	0.0%	$170.28	$ 170.28
Delta Care DHMO	Employee + 1	$27.05	0.0%	$324.60	$ 324.60
Delta Care DHMO	Family	$43.62	0.0%	$523.44	$ 523.44
Delta Dental PPO 1000	Composite	$87.20	0.0%	$1,046.40	$ 1,046.40
Delta Dental PPO 2000	Composite	$111.20	0.0%	$1,334.40	*EE pays $288/yr*

VISION & LIFE INSURANCE

Plan	Coverage Tier	2025-26 Monthly	2026-27 Monthly	2025-26 Annual	2026-27 Annual
VSP Vision Plan	Composite	$14.60	0.0%	$175.20	$ 175.20
Basic Life — $50,000	Employee Only	$7.25	0.0%	$87.00	$ 87.00

KEY HIGHLIGHTS FOR BOARD CONSIDERATION

- Medical plan rates increase between 8.1% – 9.4% effective October 1, 2026.
- Dental, Vision, and Life Insurance rates remain unchanged from 2025-26.
- Kaiser HMO plans reflect the lowest rate increases (8.1% – 8.2%), offering cost-effective options.
- Blue Cross 90-G PPO (High) enrollees contribute an employee share of $3,204/year.
- Delta Dental PPO 2000 enrollees contribute an employee share of $288/year.
- All rates verified against SISC Rates At A Glance schedule (District #99118).

RECOMMENDED MOTION

Move to recommend to the Full Board approval of the renewal of ECRA Medical Insurance Policy Rates with Self-Insured Schools of California (SISC), effective October 1, 2026 through September 30, 2027, as presented.

Self-Insured Schools of California

Rates At A Glance - As Of 10/1/2026

System Date 4/9/2026 7:59:43 AM

99118-El Camino Real Charter High School

	Single	2 Party	Family	Composite
ALL				
Anthem Blue Cross				
40941A Active (90-G $20; Rx 7-25)				$2414.00
40941B Active (80-G $20; Rx 200/10-35)				$2147.00
40941M Ret<65 (90-G $20; Rx 7-25)	$1703.00	$2400.00	$3051.00	
40941N Ret<65 (80-G $20; Rx 200/10-35)	$1519.00	$2135.00	$2714.00	
4R001A99118B Ret 65+ W/A&B (100-A $0; Rx 0-20 EGWP)	$716.00	$1432.00	$1869.00	
70941B Active (2-Tier HSA 5000; Rx 2-Tier HSA 5000)	$776.00	$1240.00	$1240.00	
Blue Shield 65 Plus				
521390M011000099118 Ret 65+ W/A&B (OV $20, RX 10/30/50)	$455.00			
CaliforniaCare				
57AREA Active (Premier 20 Select; Rx 7-25)				$2122.00
57AREB Ret<65 (Premier 20 Select; Rx 7-25)	$1489.00	$2108.00	$2679.00	
57AREC Active (Value 30 Select; Rx 200/10-35)				$1899.00
57ARED Ret<65 (Value 30 Select; Rx 200/10-35)	$1338.00	$1887.00	$2399.00	
CompanionCare				
40003A099118 Ret 65+ W/A&B (Medicare Supp; Rx 9-35 EGWP)	$510.00			
Kaiser Permanente				
234439-0002RBN_2WM Ret 65+ W/A&B (KPSA $10)	$243.00	$486.00	$916.00	
234480-0036ABN Active ($10 OV, $10 Rx)				$1685.00
234480-0036RBN Ret<65 ($10 OV, $10 Rx)	$1186.00	$1685.00	$2112.00	
234480-0036RBN_1WM Ret 65+ W/A&B ($10 OV, $10 Rx / KPSA $10)	$243.00	$1429.00	$1856.00	
234480-0040ABN Active ($20 OV, $10-30(30) Rx)				$1610.00
234480-0040RBN Ret<65 ($20 OV, $10-30(30) Rx)	$1134.00	$1610.00	$2019.00	
234480-0040RBN_1WM Ret 65+ W/A&B ($20 OV, $10-30(30) Rx / KPSA $10)	$243.00	$1377.00	$1786.00	
SISC Proactive Care Plan				
M684 Active (Platinum; Rx 9-35 PC)				$2181.00
Waiver Active Benefit Enrollment				
WABE99118B Active (WABE; 5K)	$776.00			
Delta Care/PMI				
71691 01001 Active (DHMO; CA12A)	$14.19	$27.05	$43.62	
71691 01002 Retiree (DHMO; CA12A)	$14.19	$27.05	$43.62	
Delta Dental				
7079 5004 Active (DD 2000; A 100/1000)				$111.20
7079 5005 Retiree (DD 2000; A 100/1000)	$64.80	$130.00	$177.60	

Self-Insured Schools of California

Rates At A Glance - As Of 10/1/2026

System Date 4/9/2026 7:59:43 AM

99118-El Camino Real Charter High School

	Single	2 Party	Family	Composite
ALL				
Delta Dental				
7079 5006 Active (DD 1000; A 100/1000)				$87.20
7079 5007 Retiree (DD 1000; A 100/1000)	$49.80	$100.00	$138.60	
Vision Service Plan				
251399118ABN Active (Signature B $10/$25)				$14.60
251399118RBN Retiree (Signature B $10/$25)	$8.20	$16.40	$24.60	
253399118RBR Retiree (Signature C $20) Direct Bill	$12.10	$24.20	$36.30	
XP Health Vision				
99118AABN Active (XP Vision $10)				$23.60
99118ARBN Retiree (XP Vision $10)	$10.60	$21.20	$31.80	
99118ARBR Retiree (XP Vision $10) Direct Bill	$10.60	$21.20	$31.80	
Basic Life Insurance				
BB-10264734-00000 Active (Basic $50,000)				$7.25

c: *Armando Cabrera -SISC Account Manager*
Chelsy Heckmann -SISC Tech III
Christina Lele'a -SISC Tech I
David Hussey -Superintendent
Fernando Delgado -Finance Contact
Marissa Dominguez -Human Resource
Rosie Castaneda -Human Resource
Vania Rodriguez -Human Resource
Yuriy Pechenyy -Finance Contact

District *El Camino Real Charter High School*
Address *5440 VALLEY CIRCLE BLVD*
wOODLAND hILLS,CA 91367
County *LOS ANGELES*
Phone *818-595-7500*
Foundation: *Blue Cross/Woodland Hills*

Coversheet

Approval of the 2026-2027 Instructional Materials (IMA) Budget

Section: II. Consent
Item: N. Approval of the 2026-2027 Instructional Materials (IMA) Budget
Purpose: Vote
Submitted by:
Related Material:
Agenda_Item_IV_G__ECR_2026-27_Department_Budget_Presentation_1_ (2).pptx

EL CAMINO REAL CHARTER HIGH SCHOOL

2026–27 Department Budget Summary

All Departments | Excluding Textbooks | Finance & Investment Committee

$2,061,873 Total Budget Requested

25 Departments | June 2026

Budget at a Glance

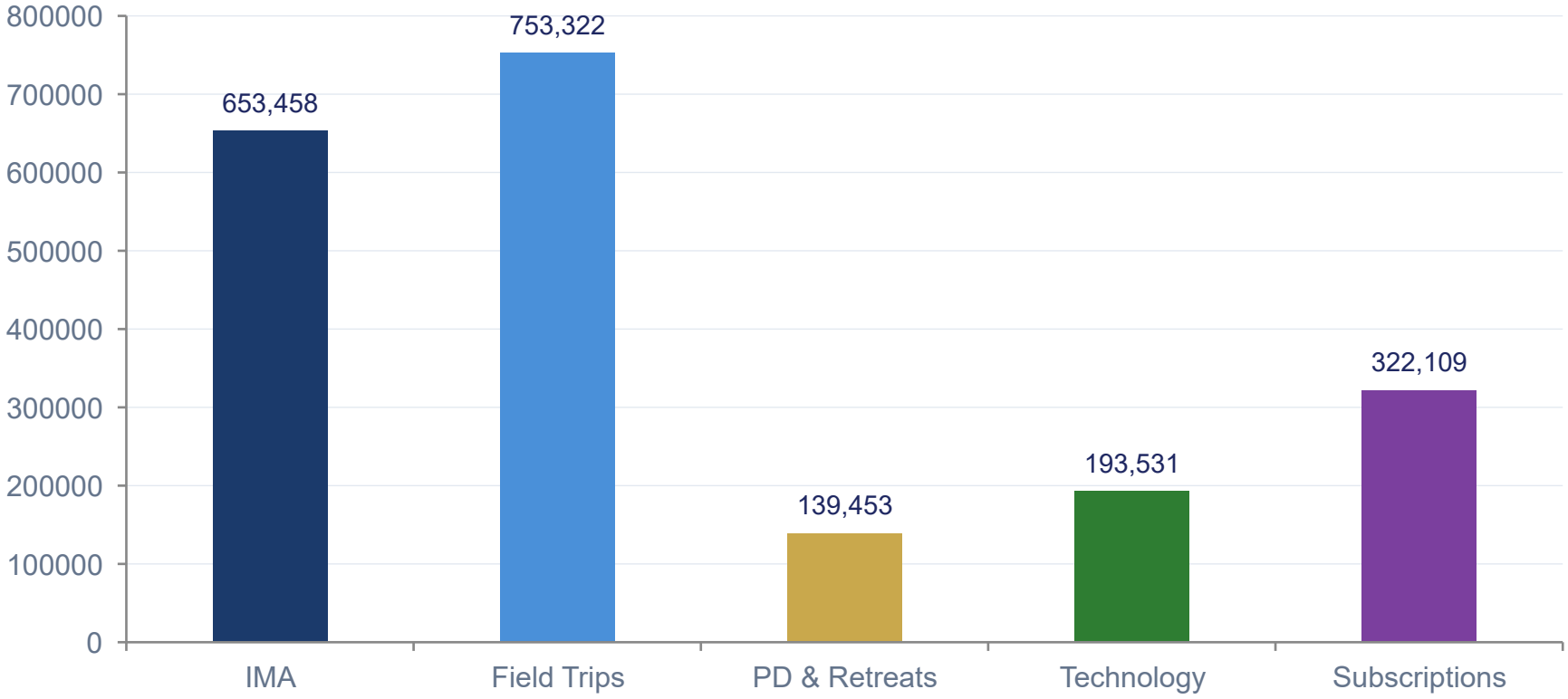
Grand total by spending category (Textbooks excluded)

$653,458	$753,322	$139,453	$193,531	$322,109
Instructional Materials (IMA)	Field Trips & Competitions	PD & Retreats	Technology	Subscriptions
31.7%	*36.5%*	*6.8%*	*9.4%*	*15.6%*

GRAND TOTAL (excl. Textbooks): **$2,061,873** across 25 departments

Spending by Category

Dollar breakdown across all 25 departments (Textbooks excluded)



What's Included in Each Budget Category

Instructional Materials (IMA) — $653,458

- Classroom consumables — pens, paper, dry-erase markers, scantrons
- Lab & science supplies (chemicals, specimens, balances, glassware)
- Art & performance materials (paint, costumes, sheet music, lumber)
- Culinary food & kitchen supplies (Costco, Smart & Final, Amazon)
- CTE equipment (CNC machines, 3D printers, graphing calculators)
- Marketing: digital advertising, Google Ads, website renewal, branding
- Athletic equipment & uniforms across all 14 sports programs

Field Trips & Competitions — $753,322

- Academic competitions: History Day (County/State/Nationals), ACADECA, Model UN
- JROTC drill meets, brain brawl, orienteering & Drill Nationals in Pensacola
- VAPA: marching band, choral festivals, theater & visual art museum trips
- Science: Physics Day, Science Fair, LA Zoo, Aquarium, Pierce Biotech
- Culinary: FCCLA Fall/Spring Meetings, CCAP competitions
- Athletics: transportation & officials for all 14 sports programs
- CTE (Audio): Grammy Museum, post-production studio visits, industry tours

Professional Development & Retreats — $139,453

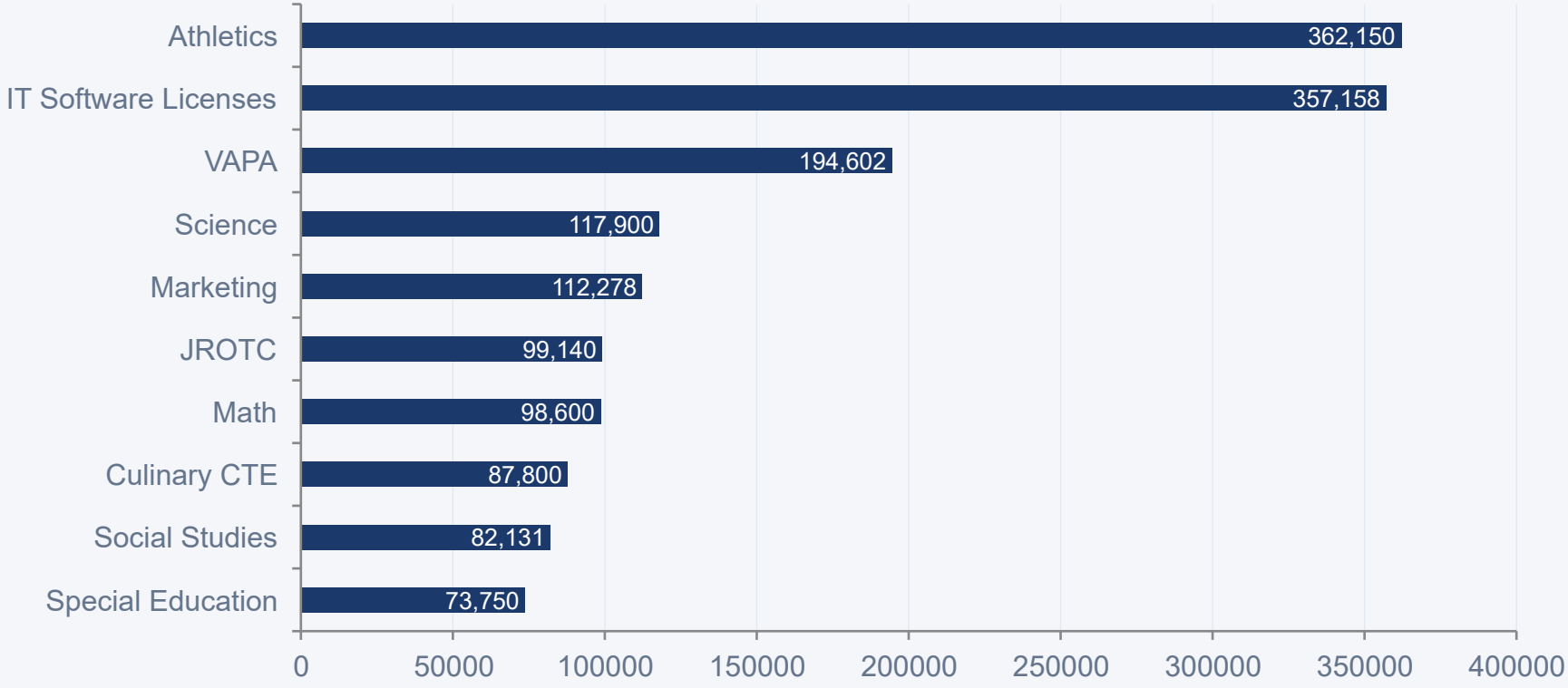
- AP Summer Institutes — Social Studies & Science teacher training
- PLTW core training for STEAM engineering teachers
- CATE conference (English/CTE); CCAP summer training (Culinary)
- Facing History workshops — whole Social Studies department PD days
- Local math conference and general department professional development
- Fall/Spring retreat days with substitute teacher coverage
- Compliance webinars and specialized professional certifications

Subscriptions — $322,109

- IT centralized software license renewals ($171,927 schoolwide)
- Math: Pear Assessment, Infinite Math, Brightful ($28,000)
- Special Education platforms and support tools ($41,050)
- VAPA: MusicFirst, Noteflight, Sight Reading Factory, Digital Theatre+
- Social Studies: DBQ Project, Map Archive, Quizlet Pro
- Audio Production: Studio Binder, AVID Learning Central, Splice
- Independent Studies: Accelerate Education Learning online program licenses ($35,000)

Top 10 Departments by Request

Ranked by total request amount (Textbooks excluded)



Marketing Department

2026–27 Budget Request

TOTAL REQUEST

$112,278

#	Description	Amount	Rationale
1	**Digital Social Media Advertising**	**$20,000**	Paid social campaigns supporting enrollment initiatives across platforms
2	**Google Ads**	**$15,000**	Search advertising for enrollment initiatives and school visibility
3	**Website Renewal + UX**	**$20,850**	CMS/website platform and SMS/Messages XR platform renewal
4	**MailChimp Emailing System**	**$7,200**	Backup email platform; monthly billing when Messages XR allotment is reached
5	**Branding / Advertising Partners**	**$34,150**	Niche renewal, mailer campaigns, street light pole banners, and other opportunities
6	**Misc. Marketing Equipment/Projects**	**$15,078**	Social media equipment (microphones, drone, camera/lenses); new mascot, branding, trophy case
	TOTAL	**$112,278**	*All IMA — no Field Trips, PD, Technology, or Subscriptions requested*

Category: Instructional Materials (IMA) | All six items are enrollment, branding, and outreach expenditures

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FY 2026–27 Department Budget — Board Approval

Excl. Textbooks

Department	IMA	Field Trips	PD & Retreats	Technology	Subscriptions	DEPT TOTAL	BOARD ACTION
English	$8,500	$14,000	$2,730	—	$500	**$25,730**	*Approve / Deny*
Math	$32,600	$21,000	$17,000	—	$28,000	**$98,600**	*Approve / Deny*
Social Studies	$8,000	$58,088	$12,808	—	$3,235	**$82,131**	*Approve / Deny*
World Languages	$3,360	$18,506	$14,400	—	$2,625	**$38,891**	*Approve / Deny*
VAPA	$84,000	$82,500	$9,000	—	$19,102	**$194,602**	*Approve / Deny*
Science	$51,500	$38,300	$27,000	—	$1,100	**$117,900**	*Approve / Deny*
Special Education	$5,000	$13,200	$14,500	—	$41,050	**$73,750**	*Approve / Deny*
Culinary CTE	$53,100	$30,700	$4,000	—	—	**$87,800**	*Approve / Deny*
STEAM	$47,900	$10,000	$8,000	—	$5,600	**$71,500**	*Approve / Deny*
ACADECA	$2,500	$52,700	—	—	—	**$55,200**	*Approve / Deny*
Woodshop	$51,000	$1,533	$1,040	—	—	**$53,573**	*Approve / Deny*
Journalism	$12,000	$20,505	$1,000	—	$610	**$34,115**	*Approve / Deny*
Counseling	$22,700	$1,700	$2,400	—	—	**$26,800**	*Approve / Deny*
FLEX	$7,600	$5,400	$4,350	—	—	**$17,350**	*Approve / Deny*
Business Technology	$520	—	$11,575	—	$2,360	**$14,455**	*Approve / Deny*
Independent Studies	$5,500	$500	$3,600	—	$35,000	**$44,600**	*Approve / Deny*
P.E.	$6,000	—	$5,000	—	—	**$11,000**	*Approve / Deny*
Health & Life Skills	$1,500	$5,400	$1,050	—	—	**$7,950**	*Approve / Deny*
Yearbook	$5,000	$2,000	—	—	—	**$7,000**	*Approve / Deny*
Audio Production	$4,700	$20,000	—	$8,300	$11,000	**$44,000**	*Approve / Deny*
JROTC	—	$99,140	—	—	—	**$99,140**	*Approve / Deny*
Robotics	$24,200	—	—	—	—	**$24,200**	*Approve / Deny*

Coversheet

Approval of the 2026-2027 Marketing Budget Proposal

Section: II. Consent
Item: O. Approval of the 2026-2027 Marketing Budget Proposal
Purpose: Vote
Submitted by:
Related Material: ECR_Marketing_Budget_2026-2027_Final.pdf

Marketing Budget

2026-2027

ECR

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PLAN FOR 2026-2027 SCHOOL YEAR

- Continue to work with students and student groups to promote events, stories, and accomplishments
  - Content engagement was higher than district schools and private schools in the area
- Collaborate with Teachers, Coaches, and Parents to promote events, stories, and accomplishments
  - Collaborate with teachers to promote their programs and collaborate on content
  - Help coaches set up their web pages on our website and help promote games/content
  - Receive parent feedback and tips for content ideas, website experience, and more
- Collaborate with all stakeholders to improve school culture
  - Sporting event themes
  - Collaborate with HR to recognize teacher/staff achievements and birthdays

Summary

Marketing Budget Breakdown

$63,050

- $20,000 Digital Social Media Ads
- Google Ads $15,000
- $20,850 Website Renewal + UX
- $7,200 MailChimp Platform

+

Branding/Advertising Partners Spend ($34,150)
Includes:

- Niche Partnership
- Traditional Marketing/Street Banners
- Other Opportunities

+

Misc. Marketing Equipment/Projects ($15,078)

- Camera Equipment/Mascot/Trophy Case/ETC

Total: $112,278

Coversheet

Approval of the 2026-2027 CharterSAFE Renewal

Section: II. Consent
Item: P. Approval of the 2026-2027 CharterSAFE Renewal
Purpose: Vote
Submitted by:
Related Material: 2026-2027_CharterSAFE.pdf

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A
SELF
P,WC

CharterSAFE
BE SAFE • FEEL SAFE

2026-2027 Membership Renewal Proposal

Prepared for Named Member:
El Camino Real Alliance

Coverage Effective:
July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 11, 2026 at 3:55 pm

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

Dear Fernando,

CharterSAFE is pleased to present your membership renewal for the 2026-2027 year. Your membership includes the following:

For a more detailed listing of our member services, please contact your primary member servicer Kobié Jacobs at kjacobs@chartersafe.org.

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

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

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MEMBER CONTRIBUTION SUMMARY

Named Member:

El Camino Real Alliance

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$534,706.00**

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

Crime
Property
Student & Volunteer Accident

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

Workers' Compensation & Employer's Liability Member Contribution	**$235,845.00**
Total Member Contribution	**$770,551.00**

Member can choose one of two payment options when accepting the proposal online	**Payment in Full** - Due Upon Signing - $770,551.00 **Installment Plan** • Deposit (25%) - Due Upon Signing - $192,638.00 • 9 Monthly Installments - $64,213.00

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

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

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"
4. Payment is due upon signing of the proposal

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

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

EXPOSURES & LOCATIONS

Mailing Address

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

Member contributions are calculated based on the exposures provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

Student Count	**2,969**
Employee Count	**216**
Annual Estimated Payroll	**$23,840,000.00**
Total Insured Value	**$6,950,000.00**
Building Value (owned or required to insure)	$4,700,000.00
Tenant Improvements	$0.00
Portable Value	$0.00
Content Value	$1,350,000.00
Electronic Data Processing (EDP) Value	$900,000.00
Number of Portables	**0**

Scheduled Locations and Breakdown of Exposures

Location ID: 1928
El Camino Real Charter High School: 5440 Valley Circle Blvd.
Woodland Hills, CA, 91367
Leased/Owned: **Leased**

Students:	**2,800**
Employees:	**210**
Payroll:	**23,000,000.00**
Total TIV:	**2,800,000.00**
Building Value:	1,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1,000,000.00
EDP Value:	800,000.00
# of Portables:	**0**

Location ID: 15165
El Camino Real Charter High School: 7401 Shoup Ave.
West Hills, CA, 91307-1750
Leased/Owned: **Owned**

Students:	**169**
Employees:	**6**
Payroll:	**840,000.00**
Total TIV:	**4,150,000.00**
Building Value:	3,700,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	350,000.00
EDP Value:	100,000.00
# of Portables:	**0**

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

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

Directors & Officers, Employment Practices, and Fiduciary Liability

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

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and Named Member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and Named Member aggregate	$50,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and Named Member aggregate	$0
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and Named Member aggregate	$0 $2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and Named Member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kobié Jacobs at kjacobs@chartersafe.org

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Educator's Legal Liability

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

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and Named Member aggregate	$0 if training mandate* is fulfilled $125,000 if training mandate* is not fulfilled
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
***Training Mandate** Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible.		
CLAIM means: All notices or **SUITS** demanding payment of money based on, or arising out of the same **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** or series of **CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT** by one or more persons. No **CLAIM** exists where the only **DAMAGES** sought or demanded are costs of **SUIT** and/or attorney's fees.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and Named Member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and Named Member aggregate	$0 $1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

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

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

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

CRIME

Coverages	Limits	Deductibles
Money and Securities	$1,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Forgery or Alteration		$2,500 per occurrence
Employee Dishonesty		$5,000 per occurrence
Computer and Funds Transfer Fraud		$2,500 per occurrence

PROPERTY

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

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

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate	$1,000 per occurrence

PLEASE NOTE:

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

Optional Flood and/or Earthquake Coverage: If interested in obtaining a separate policy for flood and/or earthquake coverage, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kobié Jacobs at kjacobs@chartersafe.org		

Terms & Conditions:

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

Optional Catastrophic Student Accident Coverage:

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

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$10,000 per pollution condition
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate See "Exposures & Locations" section for schedule limits Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $750,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $75,000 per **claim**
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

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

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

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

Auditable:

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

CharterSAFE

BE SAFE • FEEL SAFE

WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

THANK YOU
FOR BEING A
CharterSAFE MEMBER

Protecting Schools. Promoting Safety. Customizing Insurance.

Coversheet

Approval of the 2026-2027 Substitute Teacher Contract

Section: II. Consent
Item: Q. Approval of the 2026-2027 Substitute Teacher Contract
Purpose: Vote
Submitted by:
Related Material: ECR_Substitute_Contract_Board_Deck (2).pptx
ECR_Substitute_Contract_Board_Summary.docx

EL CAMINO REAL CHARTER HIGH SCHOOL

Board Action Item

Substitute Staffing Contract

Award to Kelly Services for the 2026 to 27 School Year

Staff Recommendation: **Vote YES**

Prepared by Vania Rodriguez, Director of Human Resources

Why Kelly Services

Three reasons this is the right partner for next year

Lower, Auditable Cost

Hourly billing at a fixed markup keeps a standard day competitive with the flat daily rates other vendors charge, and the rate cannot drift between invoices.

Proven in Our Classrooms

Kelly ran as a live trial across the spring 2026 semester and worked out well, so the Board is approving tested performance rather than a promise.

Technology That Helps Staff

Teachers request substitutes directly through Kelly's scheduling platform, removing a recurring manual task from the Payroll office.

3 vendors evaluated | Kelly is the only one ECR has run live

Rate Comparison

Contracted bill rates for the most common roles, SY 2026 to 27

Role	Kelly Services	Scoot Education	The Education Team
Short term substitute	**$40.60 / hr**	$298 / day	$45 / hr
Long term substitute	**$50.75 / hr**	$371 / day	*Not offered*
Teaching assistant	**$38.00 / hr**	$255 / day	$38 / hr

Kelly's hourly model lands below the flat daily rates at a typical instructional day, and the fixed markup means the price never moves between invoices.

Kelly figures are hourly. Scoot and Education Team figures reflect each vendor's published SY 2026 to 27 structure.

Technology and Payroll Relief

The platform changes who does the work of filling an absence

Today

- Absences routed through the front office and Payroll
- Staff time spent placing and tracking each request
- Slower fills when requests stack up

With Kelly

- Teachers request a substitute directly in the platform
- Payroll is relieved of manual placement and tracking
- Automated scheduling supports faster, higher fill rates

The Payroll office stops chasing coverage and teachers get a faster, simpler way to secure a sub.

Risk, Insurance, and Flexibility

Kelly carries the employer responsibility and the coverage

Strong Insurance

$15M umbrella policy plus an employee dishonesty bond, with general, professional, and liability coverage carried by Kelly.

Employer of Record

Kelly handles recruiting, screening, payroll, and workers compensation for every assigned employee.

Flexible Exit

Governed by California law with a ninety day cancellation by either party, so ECR keeps its options open.

Substitute staffing is an existing, budgeted operating expense. This award does not add a new cost line to the General Fund.

RECOMMENDED MOTION

"I move that the Board approve Kelly Services as the substitute staffing provider for the 2026 to 27 school year, and authorize the Chief Business Officer to execute the agreement and pricing exhibits on behalf of El Camino Real Charter High School."

- **Lower, auditable cost**
- **Proven in our classrooms**
- **Relief for Payroll**

El Camino Real Charter High School

Board of Directors | Action Item

Subject: Award of Substitute Staffing Contract for the 2026 to 27 School Year

Recommended Vendor: Kelly Services, Inc. (Kelly Education)

Prepared by: Fernando Delgado, Chief Business Officer

Action Requested: Motion to approve Kelly Services as the substitute staffing provider for SY 2026 to 27.

Recommendation

Staff recommends the Board vote to award the 2026 to 27 substitute teacher and classified staffing contract to Kelly Services. Kelly served ECR on a trial basis during the spring 2026 semester and performed well, providing dependable classroom coverage and a smooth experience for our teachers and front office. This action formalizes a vendor we have already tested in our own buildings rather than committing to an untested partner.

Background

ECR relies on outside staffing partners to cover certificated and classified absences. After running Kelly alongside our existing coverage this past spring, staff evaluated three vendors for next year: Kelly Services, Scoot Education, and The Education Team. The comparison looked at billing rates, the quality and reliability of coverage during the trial, and the technology each vendor uses to fill absences.

Why Kelly

Three points drive the recommendation. First, cost. Kelly bills on a transparent hourly model with a fixed markup, which keeps a standard instructional day competitive against the flat daily rates charged by the other vendors and makes every invoice easy to audit against the contracted rate. Second, the spring trial. Kelly is the one option we have run live in our own classrooms, so the Board is approving proven performance rather than a promise. Third, the technology platform. Kelly's automated scheduling and absence system lets teachers request a substitute directly, which removes a recurring manual task from the Payroll office and speeds up fill times.

Rate Comparison

The table below shows contracted bill rates for the most common roles. Kelly figures are hourly. Scoot and The Education Team figures reflect each vendor's published structure for SY 2026 to 27.

Role	Kelly	Scoot	Education Team
Short term substitute	**$40.60 / hr**	$298 / day	$45 / hr
Long term substitute	**$50.75 / hr**	$371 / day	Not offered
Teaching assistant	**$38.00 / hr**	$255 / day	$38 / hr

Note: Kelly's hourly rate converts to a lower daily cost than the competing flat daily rates at a typical instructional day, and the fixed markup means the rate cannot drift between invoices.

Fiscal Impact

Substitute staffing is an existing, budgeted operating expense. Awarding to Kelly does not add a new cost line. Because billing is hourly at a fixed markup, spend tracks directly to actual hours of coverage, which improves our ability to forecast and reconcile against the General Fund.

Risk and Compliance

Kelly carries strong insurance coverage, including a $15 million umbrella policy and an employee dishonesty bond, and assumes employer responsibility for recruiting, screening, payroll, and workers compensation for all assigned staff. The agreement is governed by California law and either party may cancel on ninety days notice, so ECR retains flexibility if needs change.

Recommended Motion

“I move that the Board of Directors approve Kelly Services, Inc. as the substitute staffing provider for the 2026 to 27 school year, and authorize the Chief Business Officer to execute the agreement and pricing exhibits on behalf of El Camino Real Charter High School.”

Coversheet

Approval of the 2026-2027 Budget

Section: II. Consent
Item: R. Approval of the 2026-2027 Budget
Purpose: Vote
Submitted by:
Related Material: ECRCHS_FY2026-27_Board_Budget_Packet (1).pptx

EL CAMINO REAL CHARTER HIGH SCHOOL

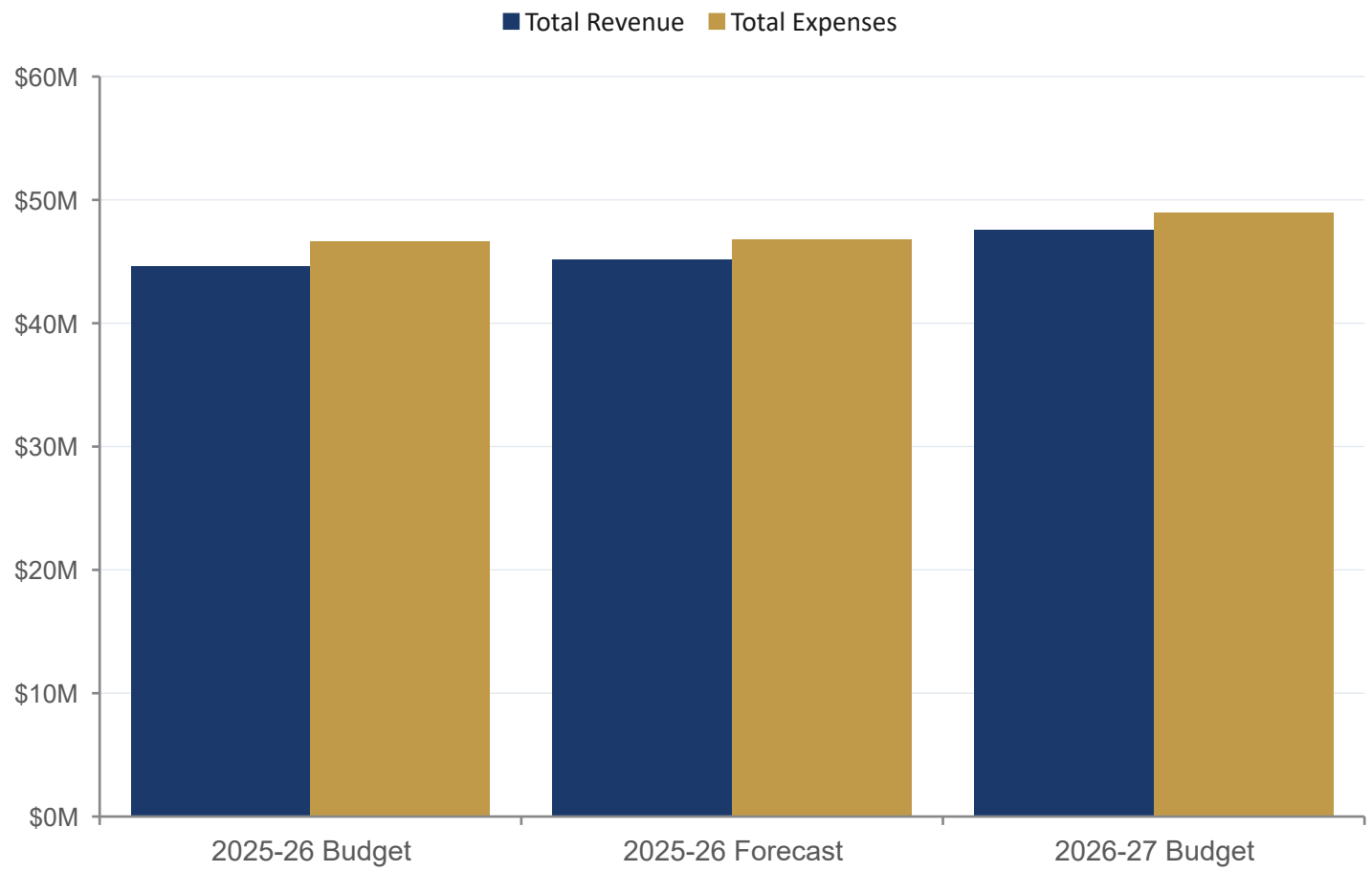
FY 2026-27 Proposed Budget

Finance Committee Meeting - June 23, 2026

Accounting and Finance Office

Revenue & Expense Trend

Three-point comparison: 25-26 Board Budget, 25-26 Forecast, and 26-27 Proposed Budget



Net Operational Income (Loss)

25-26 Budget	**(1,953,533)**
25-26 Forecast	**(1,640,228)**
26-27 Budget	**(1,359,240)**

Change in Net Assets

25-26 Budget	**(182,415)**
25-26 Forecast	**437,405**
26-27 Budget	**214,333**

8011-8096 State Aid Revenue

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
8011	LCFF State Aid	24,939,555	16,714,851	17,271,735	(7,667,820)
8012	Education Protection Account	512,457	7,091,334	7,059,769	6,547,312
8019	State Aid - Prior Year	0	89,865	-	-
8096	In Lieu of Property Taxes	9,751,482	11,014,467	11,633,253	1,881,771
	State Aid	**35,203,494**	**34,910,517**	**35,964,756**	**761,262**

8100-8299 Federal Revenue

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
8181	Special Education - Entitlement	682,267	624,993	614,040	(68,227)
8182	Special Education - Discretionary	0	0	0	0
8220	Federal Child Nutrition	419,417	669,454	669,454	250,037
8290	Title I, Part A - Basic Low Income	353,990	396,496	396,496	42,506
8291	Title II, Part A - Teacher Quality	66,382	69,039	69,039	2,657
8293	Title III - Limited English	0	26,354	26,354	26,354
8294	Title V, Part B - PCSG	0	0	0	0
8295	Charter Facility Incentive Grant	0	0	0	0
8296	Other Federal Revenue	220,071	220,071	132,248	(87,823)
8299	Prior Year Federal Revenue	0	0	0	0
	Federal Revenue	**1,742,127**	**2,006,407**	**1,907,630**	**165,503**

8300-8599 State Revenue

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
8311	State Special Education	0	0	0	0
8520	Child Nutrition	1,106,138	1,161,265	1,161,265	55,127
8545	School Facilities (SB740)	0	0	0	0
8550	Mandated Cost	193,742	156,390	156,880	(36,862)
8560	State Lottery	679,866	692,870	692,870	13,004
8598	Prior Year Revenue	0	0	0	0
8599	Other State Revenue	1,230,731	2,045,705	2,765,705	1,534,974
	Other State Revenue	**3,210,477**	**4,056,230**	**4,776,721**	**1,566,244**

8600-8699 Other Local Revenue

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
8634	Food Service Sales	18,000	18,000	18,000	0
8650	Lease and Rental Income	65,000	65,000	1,978	(63,022)
8677	Interagency Services Between LEAs	2,404,754	2,476,776	3,462,177	1,057,423
8689	Other Fees and Contracts	1,125,000	950,000	1,000,000	(125,000)
8690	Other Local Revenue	861,000	302,159	300,000	(561,000)
8698	ASB Fundraising	0	327,282	100,000	100,000
8699	School Fundraising	0	50,252	50,252	50,252
8980	Contributions, Unrestricted	0	2,050	2,050	2,050
8990	Contributions, Restricted	0	0	0	0
	Other Local Revenue	**4,473,754**	**4,191,519**	**4,934,457**	**460,703**
	Total Revenue	**44,629,852**	**45,164,673**	**47,583,564**	**2,953,712**

Expense Detail

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
1100	Teachers' Salaries	15,302,621	14,413,672	13,283,042	(2,019,579)
1170	Teachers' Substitute Hours	0	18,537	18,908	18,908
1175	Teachers' Extra Duty/Stipends	0	0	874,562	874,562
1200	Pupil Support Salaries	2,258,383	1,994,094	2,019,299	(239,084)
1300	Administrators' Salaries	1,031,789	1,272,054	1,187,103	155,314
1900	Other Certificated Salaries	0	0	0	0
	Certificated Salaries	**18,592,793**	**17,698,357**	**17,382,914**	**(1,209,879)**

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
2100	Instructional Salaries	865,249	1,219,830	1,210,272	345,023
2200	Support Salaries	2,010,757	1,912,861	1,695,658	(315,099)
2300	Classified Administrators' Salaries	828,052	927,459	775,833	(52,219)
2400	Clerical and Office Staff Salaries	1,174,243	1,163,609	962,358	(211,885)
2900	Other Classified Salaries	362,000	192,187	46,800	(315,200)
	Classified Salaries	**5,240,301**	**5,415,946**	**4,690,920**	**(549,381)**

Expense Detail (continued)

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
3101	STRS	3,451,223	3,258,611	3,320,137	(131,086)
3202	PERS	1,124,192	1,207,952	1,238,403	114,211
3301	OASDI	670,478	625,799	290,837	(379,641)
3311	Medicare	0	0	320,071	320,071
3401	Health and Welfare	4,089,555	4,221,908	4,559,661	470,106
3501	State Unemployment	11,916	5,443	11,037	(879)
3601	Workers' Compensation	205,335	194,345	234,845	29,510
3700	Retiree Benefits	0	0	0	0
3901	Other Benefits	8,000	15,335	15,795	7,795
	Benefits	**9,560,699**	**9,529,393**	**9,990,785**	**430,086**

Expense Detail (continued)

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
4100	Textbooks and Core Materials	167,333	167,333	938,000	770,667
4200	Books and Reference Materials	15,429	36,158	37,243	21,814
4302	School Supplies	481,682	329,919	502,757	21,075
4305	Software	0	0	495,000	495,000
4309	Custodial Supplies	0	0	0	0
4310	Office Expense	135,996	117,588	150,000	14,004
4311	Business Meals	0	0	0	0
4312	School Fundraising Expense	0	0	0	0
4345	Non Instructional Supplies	700,521	1,173,019	1,208,210	507,689
4350	ASB Expense	60,000	0	0	(60,000)
4400	Noncapitalized Equipment	366,300	366,300	504,000	137,700
4700	Food Services	666,819	1,353,615	1,728,256	1,061,437
	Books and Supplies	**2,594,080**	**3,543,932**	**5,563,465**	**2,969,385**

Expense Detail (continued)

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
5101	Nursing	0	661	681	681
5102	Special Education	0	0	0	0
5103	Substitute Teacher	1,060,000	1,325,971	1,323,750	263,750
5104	Transportation	332,500	0	163,150	(169,350)
5105	Security	620,978	950,853	854,379	233,401
5106	Other Educational Consultants	1,508,584	1,991,871	2,051,627	543,043
	Subagreement Services	**3,522,062**	**4,269,356**	**4,393,587**	**871,525**

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
5601	Rent	580,000	580,000	597,400	17,400
5602	Additional Rent	37,647	21,835	22,490	(15,157)
5603	Equipment Leases	0	0	0	0
5604	Other Leases	0	45,359	46,720	46,720
5605	Real/Personal Property Taxes	0	0	0	0
5610	Repairs and Maintenance	514	418	431	(83)
	Facilities, Repairs and Other Leases	**618,161**	**647,612**	**667,040**	**48,879**

Expense Detail (continued)

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
5201	Auto and Travel	0	112,898	116,285	116,285
5300	Dues & Memberships	585,754	561,852	100,000	(485,754)
5400	Insurance	459,736	442,675	534,706	74,970
5501	Utilities	1,197,947	923,400	951,102	(246,845)
5502	Janitorial Services	0	0	0	0
5516	Miscellaneous Expense	0	0	0	0
5531	ASB Fundraising Expense	0	0	0	0
5900	Communications	113,654	58,260	60,008	(53,646)
5901	Postage and Shipping	0	0	0	0
	Operations and Housekeeping	**2,357,091**	**2,099,085**	**1,762,101**	**(594,990)**

Expense Detail (continued)

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
5801	IT	0	0	209,000	209,000
5802	Audit & Taxes	0	0	0	0
5803	Legal	450,000	266,988	300,000	(150,000)
5804	Professional Development	108,003	6,985	160,371	52,368
5841	Professional Development	-	3,657	3,767	-
5805	General Consulting	949,592	375,599	386,867	(562,725)
5806	Special Activities/Field Trips	382,715	595,611	613,479	230,764
5807	Bank Charges	40,197	148,319	152,769	112,572
5808	Printing	0	14,074	14,496	14,496
5809	Other taxes and fees	-	16,219	16,706	-
5810	Payroll Service Fee	133,718	99,270	102,248	(31,470)
5899	Miscellaneous Fees	49,887	0	0	(49,887)
5812	District Oversight Fee	0	0	0	0
5825	ASB Consultants	-	2,250	2,318	-
5813	County Fees	0	0	0	0
5814	SPED Encroachment	644,051	702,900	723,987	79,936
5840	Onboarding Fees	-	2,400	2,472	-
5815	Public Relations/Recruitment	88,000	109,008	112,278	24,278
	Professional/Consulting Services	**2,846,163**	**2,343,280**	**2,800,757**	**(45,406)**

Expense Detail (continued)

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
6200	Capital Outlay	-	5,905	-	-
6900	Depreciation Expense	900,000	900,000	1,339,200	439,200
	Depreciation	**900,000**	**905,905**	**1,339,200**	**439,200**

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
7299	Transfers Out	352,035	352,035	352,035	0
7438	Interest Expense	0	0	0	0
	Interest	**352,035**	**352,035**	**352,035**	**0**

	Total Expenses	**46,583,385**	**46,804,901**	**48,942,804**	**2,359,419**

	Net Operational Income (Loss)	**(1,953,533)**	**(1,640,228)**	**(1,359,240)**	**594,293**

Other Changes in Net Assets

Code	Line Item	2025-26 Budget	2025-26 Forecast	2026-27 Budget	Budget Change
8660	Interest Revenue	1,771,118	1,069,513	1,069,513	(701,605)
8661	Dividend Revenue	0	1,008,120	504,060	504,060
	Total Interest and Dividend Income	**1,771,118**	**2,077,633**	**1,573,573**	**(197,545)**
	Change in Net Assets	**(182,415)**	**437,405**	**214,333**	**396,748**

Board Action Requested

The Accounting and Finance Office respectfully requests that the Board of Trustees review, discuss, and approve the FY 2026-27 Proposed Budget as presented, including the revenue and expense detail outlined in this presentation.

TOTAL REVENUE	TOTAL EXPENSES	NET OPERATIONAL INCOME	CHANGE IN NET ASSETS
$47,583,564	**$48,942,804**	**($1,359,240)**	**$214,333**

Thank you for your continued partnership and support of El Camino Real Charter High School's students, staff, and families.

Accounting and Finance Office

Coversheet

Approval of the 2026-2027 Fiscal Policies and Procedures Manual

Section: II. Consent
Item: S. Approval of the 2026-2027 Fiscal Policies and Procedures Manual
Purpose: Vote
Submitted by:
Related Material: 2026-2027_Fiscal_Policy_REVIEWED_Draft .pdf

EL CAMINO REAL ALLIANCE

FISCAL POLICIES AND PROCEDURES HANDBOOK

DRAFT

Board Approved & Effective: June 25, 2026 Latest revisions are on page ~~4,5,19,22-23,29,33~~3, 4, 5, 8, 10, 15, 16, 22, 23, 29, 34, 36, 44

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ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

OVERVIEW

The Governing Board ("Board") of El Camino Real Alliance ("ECRA"), a California nonprofit public benefit corporation, has reviewed and adopted the following Fiscal Policies and Procedures ("FPP") to ensure the funds of ECRA are appropriately budgeted, accounted for, expended, and maintained.

1. The Board holds ultimate authority over all fiscal matters. The Executive Director and/or Chief Business Officer ("CBO") of El Camino Real Charter High School ("ECRCHS" or the "Charter School") shall report to the Board and, in particular, the Board Chair regarding all fiscal matters.

2. The Board oversees the administration of the fiscal policies and procedures and delegates administration of the policies and procedures to the CBO.

3. ECRA may commission a Back-office Services Provider (e.g., ~~ICON School Management~~Harness Potential Inc). If ECRA does so elect to utilize a Back-office Services Provider, the Back-office Services provider will report to both the administration and the Board. The financial compilations presented to the Board may be compiled by the Back-office Services Provider and may also include input from ECRA staff.

4. The CBO has responsibility for all business operations.

5. The Director-Human Resources ("DHR") will work with the Executive Director and the CBO and Business Office staff to enforce the FPP.

6. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

7. All documentation related to financial matters must be completed by computer, word processor, typewriter, or ink.

8. The Board will commission an annual financial audit by an independent third-party auditor who will report directly to the Board. The Board will approve the final audit report, and a copy will be provided to the charter-authorizing entity. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board and be in compliance with GAAP and/or related laws and regulations.

9. The Board may appoint someone else to perform the CBO's responsibilities in the case of absence.

As used in the FPP, the term "Authorizing Personnel" includes: Executive Director, CBO, Assistant Principals, and Board Chair or Vice Chair.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Safeguarding of Financial Assets

ECRA is committed to safeguarding public funds. ECRA's financials are overseen by the following entities:

1. Charter School Authorizer (i.e. LAUSD's Charter Schools Division) reviews financials annually;
2. Independent Certified Public Accountant conducts annual financial audit;
3. Back-office Services Provider (e.g., ~~ICON Transforming Back Office~~ Harness Potential Inc), as applicable, ensures segregation of duties and fiscal compliance; and
4. Board of Directors.

In addition, ECRA/ECRCHS does the following:

1. Presents monthly financial updates at regular Board meetings;
2. Seeks Board approval of check registers and all major financial documents (e.g. interim financials, budget, Local Control and Accountability Plan ("LCAP"), etc.);
3. Provides financial information to the staff through presentations;
4. Posts major Board approved financial documents on ECRA's website, including Approved Budget, Interim Reports, Tax Returns and Annual Audit; and
5. Has written policies identifying its investment policies and strategies. The written policies, titled Investment Policy Statement ("IPS"), applies to both the retirement healthcare benefits trust and the general account, and are reviewed and adopted by the Board (including any revisions or amendments thereto). The IPS identifies that all investments with ECRA assets should be reasonably and prudently invested, and also notes the scope and types of permitted investments in which the School may engage as well as guidelines for the composition of the investment portfolio. The IPS for both the lifetime healthcare benefits trust and the School's general account shall be posted on the School's website.

Annual Financial Audit

1. ECRA will select an independent auditor to conduct an independent audit of ECRA's finances. The independent auditor will be selected by the Board on or before the March Board meeting in those years when a new auditor is to be selected. The Board will appoint an Audit Committee no later than the January board meeting for those years when an auditor is to be selected.
2. Audit Committee members, like all ECRA Directors, must be fiscally independent from ECRA.

3. The CBO and other necessary staff will assist Audit Committee members.

4. ECRA will select a new auditor at least every three (3) years; however, the same auditing firm may be retained as long as a different audit partner within that firm is retained every 5 years.

5. The audit shall include, but will not be limited to:
   a. An audit of the accuracy of the financial statements;
   b. An audit of the attendance accounting and revenue accuracy practices; and
   c. An audit of the internal control practices.

Key Personnel Financial Responsibilities

Approve Contracts
- Executive Director
- CBO
- Board

Approve Purchases for Payment – Including Purchase Orders and Reimbursement Requests
- Executive Director
- CBO
- Program Director
- Program Manager

Check Signers
- Executive Director
- CBO
- Two Designated Administrative Director

Record Transactions
- Accounting staff (non-senior)

Reconcile Transactions
- Back-office Services Provider
- Director of Finance & Accounting

Role of Key Financial Staff (Segregation of Duties)

- Executive Director - Authorizing
- CBO – Authorizing, Reporting and Analysis, Compliance
- Director-Human Resources (DHR)
- Back-office Services Provider - Recording, Reconciling and Reporting
- Administrative Director – Purchase Approver, Reviewing Budgets

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

- Director of Finance & Accounting - Authorizing and Reconciling (of cash receipts, bank accounts)
- Program Managers – Purchase Approver, Reviewing
- Accountants - Recording, Purchasing, and Custody

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Financial Instruments

Debit Cards

- Use is not permitted.

Credit and Charge Cards

- Only one general card account in the name of ECRA is authorized by the Board. There are two cards that are issued in the name of the CBO and the Executive Director. The cards are kept in the possession of the Executive Director and the CBO.
- Must have established Board-approved spending limits (currently, ~~$100,000~~$150,000 within a monthly statement period)
- "Platinum" or similar luxury status credit cards cannot be taken out under ECRA's account.
- Vendor-specific credit cards for teachers (limited to Home Depot and Smart and Final) have the following limits within a monthly statement period: ~~$2,000~~$10,000 ~~(change to~~ per month for Home Depot, and $2,000 per month for Smart and Final.
- Any additional, vendor-specific credit or charge cards must be approved by the ECRA Board with the same limits as above.

Bank Check Signing Authority

- Board-approved personnel, as noted above under Key Personnel Financial Responsibilities; specifically, the Executive Director, CBO, and two designated Administrative Directors.
- Checks may not be written to cash, bearer, or petty cash.
- Under no circumstance will any individual sign a blank check.
- Individual staff members who process vendor payments and/or payroll, write checks, or perform any other tasks associated with cash transactions cannot be a check signer.
- A formal list of those authorized as check signers should be prepared, and the Board will approve all check signers.
- The CBO or Director or Director of Accounting and Finance or designee will ensure that the Charter School's bank is notified whenever authorized signatories are changed.
- Approved check signors should never sign a check made out to themselves (e.g., check for reimbursement).

Check Stock

- Held in student store.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Prohibition on Purchase of Alcohol and Marijuana

- Use of Charter School, state, and federal funds for the purchase of alcohol, or any items related to the consumption of alcohol or purchase of marijuana, or marijuana-related products or paraphernalia is prohibited.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

PAYMENT / REIMBURSEMENT POLICIES

ECRA employees must receive pre-approval for all purchases for goods and/or services. Pre-approvals can be received through the Charter School's Approved Financial Accounting System (e.g. FAS) to which employees have access.

Any items purchased without pre-approval should be kept in new condition so that item(s) can be returned to the vendor in the event the approving administrator denies the purchase.

All staff members making financial choices on behalf of ECRA must factor in time and quantitative/qualitative factors before each purchase. Below are a few examples:

- Staff members should not spend significant time to save the Charter School a de minimis amount. For example, s/he should not incur reimbursable mileage expenses from driving around to different stores to save the Charter School a few dollars on school supplies.

- Staff should look beyond quantitative factors, such as cost, and evaluate the qualitative factors such as reliability, warranty, reputation, durability, environmental impact, maintenance costs, etc. For example, LED products may be more expensive initially, but they require less maintenance, use less energy and have a lower environmental impact. Also, technology equipment being considered for purchase should be vetted by the IT Department. Some devices or equipment considered may not fit the existing Charter School's platform of Technology.

- Staff should look at total services provided, not just the product price. For example, some vendors will also assist with design and planning. This can save the Charter School additional time and money spent doing such work itself, or from making costly mistakes.

- All purchases must have a legitimate business purpose and must be for the benefit of and use by the Charter School. Purchases for personal use are strictly prohibited.

- Staff must always avoid conflicts of interests. A conflict of interest arises when an employee, officer, agent, or any member of their immediate family, a partner, or an organization that employs or is about to employ any immediate family member, has a financial or other interest in, or would gain a tangible personal benefit from, a firm considered for a contract. Should a potential conflict of interest arise or exist, staff must disclose the conflict, in writing, to the Executive Director and the CBO.

Failure to comply with the policies and procedures as described herein, may result in a delay in reimbursement being paid to the employee or, in some instances, a denial of a reimbursement request in whole or in part.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Purchasing Flow Charts

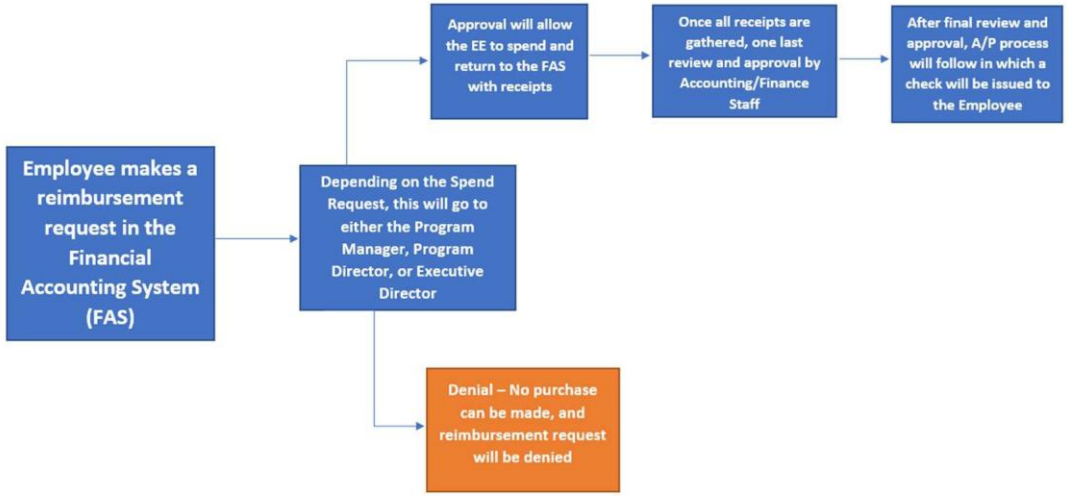
Regular Purchases

- Purchases done through the Financial Accounting System involve different approvers depending on the spend amount.
    - Under $1,000, these will go to a Program Manager (Dept. Chairs) for approval.
    - Spend requests between $1,000 and $10,000 will go to Program Directors (Administrators).
    - Anything over $10,000 will go directly to the ED for approval.
    - Requests (Unbudgeted) over $50,000 will be brought before the Board for approval.

Reimbursement Requests or Expense Requests are subject to approval. All Reimbursement requests must have pre-approval. The maximum for cumulative total reimbursements in a fiscal year is $5,000.00. Any personal amounts in excess of the stated annual limit require the pre-approval of the Executive Director

- These requests submitted in the Financial Accounting System involve different approvers depending on the spend amount requested.
    - Requests under $1,000 & $5,000 will go to Program Directors/Administrative Directors (“AD”).
    - Requests over $5,000 will go to the ED for final approval.
    - After approval, employee may make the purchase.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES



Purchases w/o Approved Purchase Orders, Reimbursement Requests or Travel Reimbursement Requests.

- Items are subject to review by an administrator. If purchase(s) are rejected, they are the responsibility of the employee.
- Only the Charter School address may be used on the sales order prior to processing payments.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Employee Receipts/Substantiation

1. All purchases made by an employee must be accompanied by an original, itemized receipt. The individual making the charge or requesting reimbursement shall be held responsible for the amount if a receipt is not provided within 30 days. Additionally, reimbursements to employees for items charged on personal cards should be supported by a copy of the Employee's Credit Card. A copy of the credit card must be kept on file by the Accounting Department (redacted copy showing name and last four digits of card number used).The only exceptions are for parking meters and gratuities given to taxi drivers (within the limit set herein).

2. When receipts are lost, employees must retrieve a copy of the receipt or provide a document with comparable detail. There are a few exceptions for which credit card receipts or cancelled checks may be considered sufficient. Below are a few examples:
   a. Taxi fares incurred while traveling for ECRCHS;
   b. Parking fees incurred the day employee attended workshops or other work events.

If a receipt is lost and an acceptable replacement is not provided, the employee has to complete a lost receipt affidavit and have their administrator sign off on the form. When receipts are lost and a lost receipt affidavit is not provided, ECRA will not reimburse employee costs and will require employee payment of credit card or vendor-specific card charges.

3. For all meals, detailed receipts are a requirement (see "Meals" on the following page for more details).

4. The Director of Finance & Accounting /CBO or designee shall be responsible for enforcing this policy.

Gratuity

Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary. Any incremental excess is the responsibility of the employee.

Employee Reimbursements and Expense Reports

This policy is to ensure that individuals who incur valid business expenses are reimbursed in a fair and equitable manner, that business expenses are properly recorded, reconciled, and reimbursed in a consistent manner, and that ECRA complies with all applicable federal, state and local rules and regulations.

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ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Reimbursement expenses should be dedicated for those occasions when other procurement methods (e.g. Purchase Order, Purchase Request) are not a viable option.
Employees may be reimbursed for purchases made with personal funds for goods and/or services in special circumstances where items are needed immediately and/or with short notice and the purchase of such items by staff may be unavoidable.

Every effort should be made to purchase goods and/or services through established ECR purchasing vendors.

An individual employee can be reimbursed for expenses up to a maximum of $5,000 per school (fiscal) year. If an employee should need to exceed the $5,000 per school (fiscal) year maximum, prior approval from the Executive Director is required.

1. Employees will be reimbursed for expenditures within fifteen (15) days after the submission and approval of all required documentation.
    a. Whenever possible, original, itemized receipts must be provided. (See "Employee Receipts/Substantiation" above.)
    b. Electronic receipts are considered original, itemized receipts.
    c. In certain cases, supporting documentation such as email confirmations may be accepted as a receipt.
    d. To be reimbursable, Purchases of tangible products (as opposed to items such as subscriptions) should be delivered to the Charter School's address, not a personal address.

2. Employees shall submit, for each reimbursement request, a signed copy of an Expense Report substantiating:

    a. Who the expenditure was for;
    b. What the expenditure was for;
    c. Where the expenditure was made;
    d. Why the expenditure was made; and
    e. When the expenditure was made.

    A copy of the Expense Request Form is attached as Appendix III. A copy of the Purchase Request Form is attached as Appendix IV.

3. The employee must sign expense report to certify the expenditures.

4. Authorizing personnel must sign expense report for reimbursement.

5. The Business Office will email a copy of the Executive Director's expense report to the Board Chair when processed for payment. For expense reports greater than $300 in single month, the Board Chair and one other Board member, or Board Vice Chair and one other Board member, must approve.

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6. **Non-reimbursable Expenses**

Some expenses are not considered valid business expenses, yet may be incurred for the convenience of the traveling individual. Because these are not expenses for the Charter School, they are not reimbursable. Examples of non-reimbursable expenses include, but are not limited to, the following:

a. Alcohol
b. Tobacco and all nicotine-related products
c. Marijuana
d. Theft or loss of personal property
e. Parking or traffic tickets or car towing if illegally parked
f. Airline travel insurance
g. Airport lounge clubs
h. Dry cleaning
i. Movies or personal entertainment
j. Books, magazines or newspapers (unless specific to education or the employee's job)
k. Doctor bills, prescriptions, or other medical services
l. Health club membership, even if for one day or short-term use
m. Babysitter or pet care fees
n. Gift cards

Reimbursements – Digital Payments

The use of digital payments, such as PayPal, Apple Pay or Venmo (or similar) are not a preferred method of payment and should be used only when other forms of payment such as check, ACH transfer, or ECRCHS credit card are unavailable.

When an employee seeks reimbursement for an allowable reimbursement expense paid with their personal PayPal, 'Apple Pay' or Venmo (or similar), the requestor must include a copy of their bank/card statement showing the amount paid. The proof of payment must be attached to the reimbursement request.

Purchases made via digital payment are subject to the same criteria and requirements as all other purchases.

1. Employee shall submit, prior to the purchase being made, for each digital payment transaction, a signed copy of the appropriate purchasing form substantiating:

a. Who the expenditure is for;
b. What the expenditure is for;
c. Where the expenditure is made;
d. Why the expenditure is made; and
e. When the expenditure is made.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Personal Use of School Items

Personal use only applies to non-de minimis use consumption. For example, using an ECRA computer for personal use can be considered de minimis unless it creates noticeable wear and tear.

1. Employees will avoid the personal use of ECRA owned items without prior approval from a supervisor.

2. Employees will reimburse the Charter School for all ECRA-owned items that are consumed. For example, if the Charter School incurs additional expense as a result of personal telephone calls, employees must reimburse the Charter School for these calls.

Meals

1. School-related meals (ie. for Professional Development) occur on a regular basis. If the meal is not pre-approved, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For meals to be charged to ECRA or reimbursable to an employee, the ECRA employee must provide the following information:
   a. Purpose of the meeting or agenda;
   b. Itemized and detailed receipt(s);
   c. Number of individuals in the party; and
   d. Names of all attendees or a sign-in sheet.
   e. Meal order 48 hours in advance for payment to be processed by ECRA directly to the vendor

2. On professional development~~, removenon-school~~days,~~ days,~~ ECRA may purchase meals for staff for meetings lasting three or more hours.

3. The Charter School may cater in food and snacks for ECRA Board meetings, community meetings, staff meetings, etc., but they require pre-approval by the Executive Director, CBO or Administrative Director through the Financial Accounting System.

Mileage

Employees will be reimbursed for mileage when the event is school-related and requires employees to travel outside of their normal commute. Mileage will be reimbursed at the IRS-approved rate for the distance traveled.

Reimbursable travel starting from or ending at a residence cannot include the normal commute miles to/from work. Below are some examples:

1. Home to/from school is not reimbursable.
2. Home to/from school event/meeting is partially reimbursable.

3. If the mileage to/from home to school-related event/meeting exceeds the regular commute to/from school, then employee can claim the incremental difference.
4. School to/from school event/meeting is 100% reimbursable.
5. Home to/from non-school event/meeting is not reimbursable. For example, driving around to purchase non-essential supplies, driving around to purchase essential supplies on a non-school day, or commuting to a non-school sponsored staff meeting.

Travel

The following travel policy is designed to provide guidelines and best practices when making travel arrangements, advances, and reimbursements.

1. Travel must receive the following approvals:

   a. Employees requesting in-state travel must receive approval from the designated authorizing personnel (**next level Administrator or Executive Director)** with a summary of the purpose of travel, educational or professional benefit, number of employees attending and estimated cost.

   b. Employees requesting out-of-state travel must also present the ECRA Board Travel Committee, which consists of three (3) ECRA Board members, with a summary of the purpose of travel, educational or professional benefit, number of employees attending, and estimated cost.

2. All expenses must be pre-approved prior to travel for an event or meeting through the Financial accounting system software system or an approved travel form. The approver cannot be the traveler. All supported documentation follows the specific rules in the Fiscal Policies and Procedures.

3. Unless charter school administrators consider something an emergency, it is encouraged that travel arrangements should be made at least 15 days in advance to obtain better pricing.

4. ECRA uses published GSA (General Services Administration rates as a guideline for per diem rates. Per diem rates do not apply to one day/same day conferences.

5. Chargeable and Reimbursable Expenditures:

   a. Only pre-approved coach class, economy, or promotional discounted airfare ticketing will be paid by ECRA for documented school-related travel. It is incumbent on all ECRA employees, when arranging school related air travel, to seek the most reasonable and logical airfare accommodation available at the time of booking, and to provide contemporaneous documentation to substantiate the same.

b. First class, business class, economy plus, and other similar fare classes will not be paid for or reimbursed by ECRA.

c. Upgrade or non-emergency changes in flights are the exclusive responsibility of the ECRA employee. For non-medical/emergency changes or cancellations of a flight, the out-of-pocket cost is the responsibility of the employee.

d. All employee-initiated changes to airfare ticketing that are made on an ECRA credit or charge card must be reimbursed by the employee within five (5) business days of the conclusion of travel. Personal charges are not permitted on ECRA credit or charge cards.

e. Air travel requiring special accommodations due to a personal medical issue will require a signed note from the employee's treating physician attesting to the medical necessity of an upgraded airfare accommodation, which must be submitted prior to travel. ECRA strongly respects the medical privacy of its employees. Therefore, the note from the treating physician does not need to disclose the specific medical ailment or injury of the employee. The medical note from the treating physician only needs to state the medical necessity for an accommodation and if the travel accommodation will need to be temporary or permanent.

f. ECRA's policy is a reflection of the FCMAT Best Practices Manual as it applies to ECRA.

g. The Board shall annually review this policy to ensure consistency with state and federal reimbursement standards.

h. Hotels/motels are allowable when the event is more than 50 miles from either the employee's residence or the school site and the requesting employee has received approval from ECRA administration prior to booking the hotel. Specific rules include:

i. Reservations will be made by ECRA business office staff, where the hotel room selected must be the least expensive available room offered within the hotel.

ii. Hotels should be chosen for the following reasons:

1) Total cost relative to the other nearby hotels near the venue. Total cost includes parking fees, wireless fees, free breakfast, and other relevant fees. These costs need to be considered because the total cost of a hotel stay with a less expensive room rate may end up being higher than the total cost of a hotel stay with a more expensive room rate.

2) Qualitative costs should be considered, as these may impact the total travel costs and employee wellbeing. For example, access to public transportation, safety, and walkability to event location. However, these considerations should be balanced with prudence and reason.

iii. Hotel rates exceeding an average of $250/night (when not ordered by the Business Office), not including taxes and fees, must be accompanied with an explanation as to why the specific hotel was chosen. If the reason is denied by the authorizing personnel, and the employee still chooses the room rate, then employee will be responsible for the incremental cost over $250/night plus applicable taxes and fees.

iv. Employees must provide an itemized receipt from the hotel that details all charges and dates, and clearly indicates for whom the lodging was provided.

v. The ECRA Board of Directors shall review this policy annually to ensure consistency.

vi. Meals are reimbursed up to the published GSA rate for the event location, based on the receipt documentation provided. Employees must seek the applicable GSA rate from the CBO or designee. The applicable GSArates for each meal type can be found at https://www.gsa.gov/travel/plan-book/per-diem-rates.

i. Other customary and reasonable travel-related expenses, such as Internet, cab fares, rental car (with prior approval from Authorizing Personnel), and mileage for using an employee's own car, gasoline are reimbursable.

j. The Board shall review and update these rates annually in accordance with the IRS and GSA schedules for Los Angeles County.

6. Below are approved travel days:
   a. The day before the event if it starts before 11am.
   b. The day after the event if it ends after 12pm.
   c. An additional non-event travel day may be permitted due to flight scheduling.

7. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Authorizing Personnel for approval.

8. Documents should include any itemized receipts for parking, tolls, car rentals, taxis, food and other expenditures related to the travel for which the employee obtained prior approval

9. Excessive and unreasonable costs, such as valet parking, in-room telephone, and food from the honor bar in hotel rooms, shall not be reimbursed. Payment for internet service will only be reimbursed if preapproved by an administrator, and then only if deemed necessary for work.

Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the Charter School will complete and sign an expense report.

2. The completed expense report will be submitted to the Business Office for review and initial approval. Once approved by the Business Office, the completed expense report will follow the same workflow as other Purchase Orders. The approved expense report will then be submitted to the Business Office for payment.

Tuition Costs for Non-Teaching Staff

The tuition reimbursement program aims to encourage staff to gain new workplace skills.

1. Classes must be pre-approved.

2. Tuition will be subsidized for staff who do not receive additional compensation tied to units when s/he takes approved courses in education, business, or technology.
   a. $700/class all courses must be Pre-approved by the HR Department with a $1,400 cap for any one academic period and a $2,800 cap per calendar year. Employees must submit an expense report with supporting documentation (e.g. tuition bill).

3. All classes must be taken for a grade or pass/fail. A grade must be provided at the end of the course.
   a. A failing grade, or the failure to report a grade, will prevent the employee from taking another subsidized class for 12 months.

Classes/Conferences/Workshops/Seminars ("Course") for All Staff

All staff **are** encouraged to take advantage of opportunities to improve their craft. If the Charter School is subsidizing any of the cost, the employee cannot use the attained credit for salary advancement other than for a degree differential (e.g. master's degree).

1. Course must be pre-approved by an administrator.

2. Employee must complete an Expense Report and provide all receipts.

3. Employee will not be compensated for his/her time if employee made the request to attend the class/conference/workshop/seminar.

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Tuition Costs for BTSA

ECRA provides Beginning Teacher Support and Assessment ("BTSA") through Ventura County Department of Education. For those employees who would like to complete their BTSA elsewhere, ECRA will reimburse up to $4,000. Employee will be required to do the following:

1. Employee must notify an administrator that Teacher Inductions courses are being completed elsewhere.

2. Upon completion of Teacher Induction coursework, employee must go through the reimbursement process (i.e. expense report).
    a. Substantiation must include the copy of tuition paid since ECRA will only reimburse up to $4,000/employee.

Professional Dues and Costs

ECRA encourages all employees to maintain membership in professional organizations. If the dues and costs are associated with the employee's job responsibilities, the employee may seek reimbursement from an administrator through the Expense Report process. **This reimbursement is limited to the membership or dues cost only.**

Student Awards

For ECRA school sponsored activities, the Charter School is authorized to spend up to $300/student/activity/year for individuals and teams that win city, state and/or national athletic or academic competition(s).

1. A school sponsored activity is any activity that a school employee receives compensation to oversee.
2. The recommendation process will be based on input from the relevant staff and Assistant Principal(s). The Executive Director will make the final decision.
3. For teams, the $300/student/activity/year limit can be used for (e.g. trophies, rings, etc.), ceremonies w/up to two guests per student, etc.
4. ECRA issues Scholarships for various types of academic achievement. Scholarship winners will complete a scholarship award form indicating which College/University the scholarship check gets issued and mailed to. See form in the appendix.

Policy for Use of Credit Cards

1. Credit cards are held by Board-approved personnel only. Only one general card account in the name of ECRA is authorized by the Board. There are two cards that are issued in the name of the CBO and the Executive Director. These credit cards will be kept in the custody of the CBO and Executive Director.

2. The Executive Director's and CBO's credit or card privileges may be revoked by the Board.

3. Purchases made using a credit card are subject to the same criteria and requirements as all other purchases.

4. Prior to issuance of a credit card to an employee, the employee shall review and sign the "Credit Card Responsible Use Form." (Appendix II.)

5. All cardholders should report the loss or theft of the school credit card immediately to the credit card company and the CBO, even if the loss or theft occurs on a weekend or holiday. If a credit card is stolen, the cardholder should file a police report, and a copy of the report should be maintained for insurance purposes.

6. The credit card and vendor-specific charge cards must be board approved before being issued to an employee. Below is a list of outstanding credit and store charge cards, by departments, as of **November 7, 2022**:

a. Home Depot for Woodshop and Building and Grounds
b. Smart and Final for Culinary Arts
c. **CalCard (VISA)**

7. The Board shall review a list of all credit card Charter School-authorized users and associated expenditures monthly.

8. Cardholders should be made personally liable for all inappropriate charges and personally responsible for settling any dispute over any purchase from a vendor.

9. Any charter school credit card holder may have their card revoked for violation of the preapproval process if it is determined there was enough time to request and receive approval for a purchase order using normal purchasing procedures.

10. Board-approved spending limits are currently $250,000, within a monthly statement period, ~~1,000for~~$10,000 for Home Depot, and $2,000 for Smart and Final). The Charter School-authorized user shall be responsible for verifying that limits are not exceeded.

11. ECRA uses CalCARD VISA as its credit card vendor. Credit card charges in excess of $50,000 require approval of the expense by two Board members. Such approval is required as part of the supporting documentation prior to payment processing.

12. The types of transactions to be charged on the credit card include: advance purchase or arrangement of approved employee travel and accommodations, school supplies, instructional materials, pupil transportation, technology, assistive technology, furniture, athletic equipment, school food, dues, subscriptions, and other items related to Charter School operations. Authorized expenses that do not fall under this Credit Card Use Policy shall be submitted and paid through the check disbursement process.

13. Credit card points accrued by ECRA employees using ECRA's credit cards are the property of ECRA. **Cash Rewards program paid Quarterly**

a. Credit card points can be converted only and exclusively for the benefit of the Charter School and with the permission of the Executive Director and Board of Directors.

b. Prior to the conversion of any specific school-related use of accrued points, ECRCHS shall provide a memorandum to the ECRA Board of Directors for approval.

c. Records of how the converted credit card points were used must be maintained.

14. Personal use of the school's credit card is prohibited. Credit cards shall not be used for personal expenses, gift cards, equipment, communication devices, institutional memberships, or computer software or hardware. Cardholders shall not make personal use of a credit or debit card, assign to someone else the use of a credit or debit card, or pay for another employee's or person's expenses with the credit card.

State laws prevent the unauthorized loaning and/or misappropriation of public funds. Accidental personal use of ECRA's credit card must be brought to the immediate attention of the employee's direct administrative supervisor and will be dealt with on a case-by-case basis. In all cases, reimbursement for accidental charges shall be paid in full within 30 days of the purchase. Reimbursement of the personal expense in this manner is required, but shall not prevent ECRA from taking further action against the employee. Interest charges will accrue at the then-applicable IRS-established rate when reimbursement is not made in 30 days from the personal charge.

15. Employee is responsible for maintaining all receipts. If a receipt is missing, then the employee must request copies of the receipt from the credit card company at his/her expense. See "Employee Receipts/Substantiation" for exceptions to the receipts requirement.

16. If the Business Office identifies any inadvertent personal charges or unauthorized uses of the card, the card statement and all backup documentation will be forwarded to the Executive Director, CBO, and/or DHR for review. The Executive Director, CBO, and/or DHR will discuss with the cardholder any charges of concern, and the cardholder will be required to reimburse the school immediately for any inadvertent personal charges or unauthorized charges. The Executive Director, CBO, and/or DHR will determine whether to revoke the cardholder's credit privileges and whether any disciplinary actions will be taken.

17. Employee shall submit, prior to the purchase being charged on the credit card, for each credit card transaction, a signed copy of the "Credit Card Expenditure Form" substantiating:

a. Who the expenditure was for;
b. What the expenditure was for;
c. Where the expenditure was made;

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d. Why the expenditure was made; and
e. When the expenditure was made.

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ACCOUNTING

Key Accounting Thresholds

1. Checks over $10,000 require two approvers/signatures.
   a. Note, credit card transactions over $10,000 do not require two signers since paying the monthly statement will require two check approvers/signatures.

2. Non-budgeted contracts that exceed (or are likely to exceed) $50,000 during a calendar year or which last beyond an academic year require Board approval.

Purchasing in the Financial Accounting System (FAS)

1. School will use an FAS system to store all financial transactional data.

2. Employees will make purchase requisitions in the FAS. Purchase Requisitions can be created using the following information provided by the vendor:
   - An invoice or estimate prepared by the vendor, but which has not yet been processed for sale by the vendor.
   - Sales quotation provided by the vendor for use by the employee to assist in decision making and subsequent creation of a purchase requisition in the FAS system.

3. The Business Office will review the purchase requisition to determine whether the Charter School has adequate resources (i.e. cash) and is within budget.

4. If the expenditure is in the approved budget, or the Charter School has adequate resources to make the purchase, the Business Office will forward the purchase requisition to the authorized supervisors (e.g. department head and authorizing administrator). The authorized supervisors must:
   - Determine if the expenditure is allowable under the appropriate revenue source.
   - Determine if the expenditure is appropriate and consistent with the Charter School's mission, approved charter petition, school policies and procedures, and any related laws or applicable regulations.
   - Determine if the price is competitive and prudent. All unbudgeted purchases over $100,000 must be Board approved and must include documentation of a good faith effort to secure the lowest possible expected cost[1] for comparable

[1] Expected cost considers the product's price, quality, life, future maintenance costs, salvage value, environmental impact, school's mission, source and materials.

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goods or services. If the purchase does not represent the lowest cost option, a business purpose must be provided.

5. When the supplier/vendor submits the final invoice to the ECRA Business Office, or when an employee submits an expense report, the Charter School will make the payment by requesting a check or credit card.

6. Since goods and services are sometimes received after payment, the employee making the purchase or shipping and receiving staff must certify that the product has been received, or that service has been provided, before closing the purchase in the Approved FAS software.

If a vendor is a sole proprietor or a partnership, a valid W-9 form (or foreign equivalent) must be submitted prior to payment. Employee requesting a vendor or vendors, must submit a vendor information form.

7. The name of the vendor/business must reflect the same name and address as will appear on invoices submitted. Please include DBA ('doing business as'), if applicable.

All vendors must submit their Taxpayer Identification Number (TIN), commonly known as Employer Identification Number (EIN) / Federal Tax ID, Social Security Number (SSN), or foreign equivalent for those vendors who are conducting business as individuals.

8. The Board approved credit card holders may authorize an individual to use the school credit card to make an authorized purchase on behalf of the Charter School, consistent with guidance provided by the FPP.

a. The Charter School Credit Cards are in the custody of the CBO and Executive Director. Any authorized person who uses this card must return it within three (3) hours of use, unless authorized otherwise by the card holder.
b. The other school vendor-specific charge cards will be kept under supervision of the board approved card holders
c. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
d. Credit and vendor-specific charge cards will bear the names of both El Camino Real Alliance and the board approved card holder(s).

Petty Cash

ECRCHS will maintain a petty cash account for small and emergency purchases, generally costing $100 or less. When presented with a request for petty cash, the petty cash custodian should verify whether the item to be purchased is available in the organization's stock of supplies. If it is, the petty cash reimbursement is unnecessary; if it is not, the custodian can initiate a petty cash disbursement by doing the following:

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1. The Business Office will manage the petty cash fund from the student store.

2. The petty cash fund will be capped at $1,000 at the school site, but it will typically hold $500. This does not include cash held for school events.

3. All petty cash will be kept in the Charter School's safe. Only select Business Office personnel will have access to the petty cash box.

4. All disbursements will require a completed and signed petty cash request form, as well as a register receipt for all purchases.

5. The Business Office will ensure that the petty cash slip is properly completed and that a proper receipt is attached.

6. At all times the petty cash box will contain receipts and cash totaling $500. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Business Office within 48 hours of withdrawing the petty cash.

7. When expenditures total $300 (when cash balance is reduced to $200), the Business Office will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Assistant Principal. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the Business Office.

8. Petty cash fund reimbursement checks will be made payable to ECRA.

9. Any irregularities in the petty cash fund will be immediately reported in writing to the CBO.

10. Loans will not be made from the petty cash fund.

11. The CBO or designee may conduct surprise counts of the petty cash fund.

Cash Boxes

Currently the school has five (5) portable cash boxes which are controlled by the Business Office and used to collect money at fundraising activities, ticket sales and other events or activities.

Individuals who collect cash for fundraisers and activities for which a cash box is issued collect the cash and recorded the total on a cash count form. Two individuals will count the cash together, and both will sign and date the cash count form and remit the funds to the Business Office.

Every effort is made to turn in the cash the same day as fundraiser or activity. Any funds collected but not turned in to the Business Office for the final counting and deposit to the bank should never be taken home or left in any unprotected environment. When the principal or the Business Office receives the cash box funds, the funds will be counted again by a Business Office staff member and another witness. Each will sign the cash count form as verification of their confirmation. The cash and the verified cash count form will be placed in and secured in a locked, fireproof safe until the cash is deposited.

No funds will be left in the cash box.

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Alternative Payment Methods – Third-Party Processors

Third-Party Processor – A third-party processor is a company that can accept payments over the internet on behalf of an individual or another merchant (i.e., PayPal).

The use of third-party processors such as PayPal (or similar) is not a preferred method of payment and should be used only when a merchant will not accept a check, ACH transfer, or ECRA credit card. Purchases made via a third-party processor are subject to the same criteria and requirements as all other purchases. Employee shall submit, prior to the purchase being made, for each third-party purchase made, a signed copy of the appropriate purchasing form substantiating:

a. Who the expenditure is for;
b. What the expenditure is for;
c. Where the expenditure is made;
d. Why the expenditure is made; and
e. When the expenditure is made.

The use of third-party processors is not intended to avoid or bypass appropriate purchasing or payment procedures.

Payments made to service providers via a third-party processor are subject to the same criteria and requirements as all other contracts. A third-party processor may not be used for payments to an individual for services.

Personal third-party processor accounts should not be used to transact ECRA business.

When using a third-party processor, employees will make purchase requisitions in the FAS. Purchase Requisitions can be created using the following information provided by the vendor:

a. An invoice or estimate prepared by the vendor, but which has not yet been processed for sale by the vendor.
b. Sales quotation provided by the vendor for use by the employee to assist in decision making and subsequent creation of a purchase requisition in the FAS system.

Third-party processors often do not include detailed information about the item(s) purchased. In the event this occurs, a copy of the web page that identifies the item(s) purchased and the web receipt from the third-party processor must be included in the FAS record.

Third-party processor payments will be made by the Business Office after all required documents are submitted and approvals obtained. The Business Office will use a dedicated ECRA account, such as PayPal, to make purchases.

Any email address linked to a third-party processing account must be a valid ECRA email address.

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Contracts

1. The following may sign school-related contracts within the approved budget:
   - Authorizing Personnel

   The Board must also approve the following contracts:
   - Non-Public Contracts - $50,000 or more for construction, equipment, materials, supplies, non-professional services and repairs.
   - Public Contracts (i.e. public bonds):
     - Must obtain at minimum 3 quotes/bids from vendors
     - Annual Bid limit under Public Contract Code § 20111(a) for ~~2024~~2026 is ~~**$114,500**~~**$119,100** or more for equipment, materials, supplies, services and repairs.
     - Bid limit under Public Contract Code § 20111b) of $15,000 or more for construction contracts.

2. Consideration will be made of in-house capabilities before contracting for outside services. Below are considerations:
   a. Whether the services needed is for a limited time period.
   b. Whether the contract service provider has expertise not otherwise available to the Charter School.
   c. Whether the current staff has capacity to do the work.
   d. Whether the contract service provider's core competency would lead to long-term savings.
   e. Whether the utilization of the contract service provider would cost less than a comparable employee with benefits.

3. The Business Office will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $100,000.

ECR will maintain a copy of all signed contracts, regardless of the amount or duration.

Written contracts clearly defining the 'Scope of Work' (SOW) to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).

A SOW must be submitted by the consultant, independent contractor, or subcontractor and reviewed by the Executive Director, **DHR,** and the CBO prior to the commencement of services.

The elements of a SOW can vary with the objective, complexity, size, and nature of the work to be performed. A SOW should be drafted in clear, simple, and concise statements. There should never be a question as to what work is to be completed, or what the contractor is obligated to do.

To the fullest extent possible, a SOW should include the following:

(a) A general statement of the scope or extent of the work to be performed.
(b) The period of performance of the work.
(c) The site location of the work to be performed.
(d) Reference documents, procedures, or specifications governing the work to be performed.
(e) The specific work requirements:
    (i) A detailed statement of the purpose, objective or goals to be undertaken by the vendor.
    (ii) The job classification or approximate skill level of the personnel to be made available by the vendor.
    (iii) An identification of all significant data deliverables and material to be developed by the vendor and delivered to the school.
    (iv) An identification of all significant data or materials to be delivered by the to the school to the contractor.
    (v) An estimated time schedule for the provisioning of these services by the vendor.
    (vi) Completion and Acceptance criteria for the work to be performed.
    (vii) Management or administrative requirements of the work.
    (viii) Compliance or Progress Reporting requirements.
    (ix) Completion or Close-out requirements.

Requirements should be clearly stated to easily determine compliance to the contract. All requirements should be described in sufficient detail to assure clarity.
Deliverables / Data / Proprietary Rights

It is important to include where applicable data or proprietary rights will be stored. For example: “Contractor in performance of its duties described within the scope of services agreed upon between the school or office and the contractor, acknowledges that the school holds all exclusive and proprietary rights to the deliverables produced under the referenced agreement (contract or purchase order). i.e., photographs taken as part of the scope of work; programs, software, lines of code written for a specific development project; intellectual properties developed as a part of a school paid/funded contract or project; documents written as a deliverable under an agreed upon project; etc.” “Contractor acknowledges that the school has exclusive and unlimited rights to such deliverables, which the contractor shall not have any rights to use, reuse, sell, resell, re-engineer, reverse engineer, provide to others, or maintains copies for work or archival purposes. Upon completion of the contract and within thirty (30) days from acceptance of final deliverables by the school, contractor shall provide written certification that it has purged and destroyed all copies of the deliverables (hard and electronic copies) from their possession, including subcontractors and those affiliated with the performance of duties under the agreement.”

Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker’s compensation insurance currently

in effect. The CBO or designee may also require that contract service providers list ECRA as an additional insured.

4. If the contract service provider is a sole proprietor or a partnership (including limited partnerships or limited liability partnerships), the Business Office must obtain or receive a W-9 (or foreign equivalent) from the contract service provider prior to submitting any requests for payment.

5. The Executive Director or CBO will approve proposed contracts and modifications in writing.

6. Contract service providers will be paid in accordance with approved contracts as work is performed.

7. The CBO and Executive Director will be responsible for ensuring the terms of the contracts are fulfilled.

8. Potential conflicts of interest will be disclosed upfront, and the Executive Director, DHR , CBO, Assistant Principal(s) and/or Member(s) of the Board with the conflict will not participate in any manner in the preliminary discussions, negotiations, compromises, reasoning, planning and solicitation for applications for the contracts. If an ECRA Board member is financially interested in a contract, the entire Board is prohibited from voting on the contract. Financially interested employees shall disclose the conflict in writing and are prohibited from participating in, influencing, or attempting to influence the making of the contract.

9. ECRA may not recognize "After the Fact" contracts which occur when a contractor is authorized to commence services or ship products prior to a valid, fully executed contract or Purchase Order having been submitted and approved prior to commencement of the work or products being purchased.

10. Contractors who provide services or goods without a fully executed contract or Purchase Order may not be paid.

11. Splitting contracts to avoid a stated accounting threshold is strictly prohibited. According to the California Public Contract Code, "It shall be unlawful to split or separate into smaller work orders or projects any work, project, service, or purchase for the purpose of evading the provisions of this article requiring contracting after competitive bidding."

12. An employee cannot issue multiple contract requests (or low-dollar Purchase Orders) for smaller sections of the total requirement to avoid going thru the competitive process, or to avoid obtaining the required approvals.

Donations and Fundraising

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ECRCHS may receive donations of cash, supplies or equipment. Donations will be deposited in a separate Bank Account and amounts > $1,000 will be reported to the Board. Donations are for the exclusive use of the school, and may not be used to influence any person or decision made at the school.

A donor can choose to state a specific purpose for which the funds (or other) are being donated. If a donation is given for a specifically stated purpose, the donated funds may be used only for that purpose. When supplies or equipment are purchased using donated funds, the supplies or equipment become the property of the charter school. All equipment and supplies purchased by a donor for the school must be shipped to the charter school's address. The donor's address may not be used for purchases made for the charter school using donated funds.

Supplies

All supplies purchased by the school should be tracked sufficiently to help prevent theft, spoilage, over- or under-stocking, and obsolescence. For example, obsolescence can occur when an organization purchases toner cartridges but replaces the laser printers before the cartridges are used and cannot use the cartridges in the new laser printers.

Supplies include educational and office supplies and cleaning and maintenance supplies. Educational supplies may include textbooks and laptops checked out to students. Supplies should be safeguarded in a secure area and inventoried. The cost value of the supplies should be adjusted in the accounting records at the end of each fiscal year.

Professional Development

Professional development can improve employees' performance in their present positions and help them obtain skills, knowledge, and abilities that may improve their opportunities for advancement within the organization. Professional development should be preapproved by the administration and by the Executive Director and the Business Office to ensure adequate funding exists.

Professional development opportunities include seminars, educational courses and degree programs that will help an employee perform their essential job functions and increase the employee's contribution to the charter school. Other professional development expenses that can be reimbursed under this policy are membership fees to professional organizations; registration fees for meetings, conferences, workshops and seminars; and fees and subscriptions for scholarly journals, books, and computer-based resources.

Employees must submit documentation of the completion of any professional development within 10 days after receiving the documentation. Failure to do so may result in the employee being required to reimburse the school for the costs of the training or coursework.

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ACCOUNTS PAYABLE

Bank Check Authorization

1. All original, itemized invoices will immediately be forwarded to the Business Office for scanning and then sent to the Authorizing Personnel for approval.

2. The authorizing personnel will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not included in the shipment. The Business Office will adjust the invoice for any missing items noted on the packing list before processing for payment. In the case goods are received after payment, or documentation showing receipt is missing, the Business Office will verify with the employee that goods have been received.

3. Once approved by the Authorizing Personnel, the Business Office will trace by use of the FAS in most cases, all documentation from the invoice to either the original purchase requisition or budget item. Then s/he will prepare the Supplier Invoice for approval/validation by the Authorizing Personnel for payment.

4. Payment of all invoices should, whenever possible, be made in a timely manner to avoid the imposition of late fees or other penalties by the vendor.

Bank Checks

1. The Board will approve, in advance, the list of authorized signers on the Charter School's account. The Executive Director, and any other employee/board member authorized by the Board, may sign bank checks within established limitations.

2. The Board will be authorized to open and close bank accounts.

3. The student store personnel will be responsible for all blank checks and they will be kept them under lock and key.

4. When there is a need to generate a bank check, the Authorized Personnel will send appropriate approved documentation to the Business Office.

5. Once approved by the Authorizing Personnel, the Business Office processes the check for signatures.

   a. Two authorized check signers will co-sign checks in excess of $10,000 for ~~allitems.~~all items.
   b. All checks less than $10,000 require the signature of only one authorized check signer.

c. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.

6. The Business Office will record the check transaction(s) into the approved FAS ~~software () system.~~software system.

7. Business Office personnel will distribute the checks and vouchers as follows:
   a. Original – mailed or delivered to payee;
   b. Duplicate or voucher – attached to the invoice and filed by vendor name by the Business Office;
   c. Cancelled Checks – Report is submitted to the staff/back-office Services Provider performing the bank reconciliation
   d. Voided checks will have VOID Stamped on the Check.

Bank Reconciliation

1. Bank statements will be received directly or printed directly from online banking by the Business Office and ~~forwarded~~forwarded to the Personnel assigned (~~eitherthe~~either the Director of Finance/Accounting or Back-office Services Provider)

2. The Personnel Assigned will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.

3. The Personnel Assigned will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.

4. The Personnel Assigned will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Financial Leader at Back-office Services Provider assigned to the Charter School and the CBO.

5. Completed Bank reconciliation will then be sent to CBO for approval and follow up, if needed.

Timely Payment of Credit and Store Charge Card Statements

1. Timely payment of statements is required in order to avoid the imposition of late fees or other penalties by the card issuer. The employee responsible for providing any necessary documentation for payment (receipts, etc.) is required to pay any applicable late fees and/or interest.

2. Accounting personnel will access the school's account on the card issuer's website and register for electronic statements using an ECRCHS email address coordinated in the Business Office. If only one email address may be the recipient of the monthly statement,

that employee will set up an email forwarding rule to automatically copy another key employee on the statement.

3. On the day the statement is received, the assigned employee will note the due date and begin matching available documentation for the included charges. All documentation will be generated from the ERP system and employee receipts.

4. Accounting personnel will work diligently to obtain all necessary documentation supporting charges prior to paying each statement by its due date.

5. If unsubstantiated charges remain on the statement when it is paid, accounting personnel will keep and maintain a log of these charges. The CBO and Executive Director will review the list and follow the procedure under "Employee Receipts/Substantiation."

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ACCOUNTS RECEIVABLE

Documentation will be maintained for accounts receivable and forwarded to the Personnel assigned (either the Director of Finance/Accounting or Back-office Services Provider, as applicable)

Accounts receivable will be recorded by the ~~the~~ Personnel assigned in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.

a. The coordinator will complete a cash deposit form to account for the amount of cash and checks turned into the business office and indicate what trust (if applicable) account to deposit the funds to.

b. The Business Office will record the transaction in the approved ~~FASsoftwareat~~FAS software at the time the transaction is made, with a copy of the receipt provided to the donor.

a. The cash, checks, receipt book, and deposit summary must be given to the ECRA Business Office, who will immediately put the funds in a secure, locked location.

b. The Business Office and either the Event Coordinator, volunteer, or Assistant Principal will count the deposit and verify the amount of the funds in writing.

2. Cash/checks dropped off at the Charter School office will be placed directly into the student store safe by the person dropping off the cash/checks.

a. All funds are deposited into the safe in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.

b. Verification of the cash/check amounts collected and held in the safe must always be done under dual custody, one of which will always be a member of the Business Office, and sign off on the amounts received.

c. The safe will be emptied at least two times per week when school is in session, corresponding to days when deposits are made. When school is not in session, the safe will be emptied within 48 hours when cash and checks exceed $5K.

3. Mail (including anything official such as governmental notices, invoices and checks) received at the Charter School must be opened and converted into an electronic document

a. For any cash or checks received in the mail, the funds will be deposited into the Student Store. The personnel there will follow the guidelines used for cash receipts.

4. All checks will be immediately endorsed with the Charter School deposit stamp, containing the following information: "For Deposit Only; El Camino Real Alliance; Bank Name; Bank Account Number."

5. A deposit slip will be completed by the Business Office for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.

6. The deposit receipt will be attached to the deposit documentation.

Returned Checks and Improper Checks

ECRCHS will notify its /assigned personnel so that the general ledger account to which it was applied adjusted.The school will not cash personal checks.

1. A returned-check processing fee will be charged for checks returned due to non-sufficient funds (NSF). Unless otherwise pre-approved by Authorizing Personnel, payment of the NSF check and processing fee must be made by money order or certified check.

2. In the event that a second NSF check is received by any individual, the Charter School will no longer accept checks from that individual. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Executive Director and/or the Board.

4. If unsuccessful in collecting funds owed, the Charter School may initiate appropriate collection and/or legal action at the discretion of the Executive Director and/or Board.

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FISCAL POLICIES AND PROCEDURES

PAYROLL

Personnel Information

1. The Human Resources & Payroll Department personnel will maintain all employee information in ECRA's Payroll system (Paycom).

2. An employee's hiring is not effective until the candidate has:
   a. Completed the employment application
   b. Passed a TB Test
   c. Passed the LIVESCAN background check
   d. Submitted a form W-4
   e. Completed an I-9.

3. An employee's hiring date is the first day the employee works, not when s/he has been offered the position.

4. The Human Resource Staff will maintain a position control list and notify the Executive Director, CBO, and DHR of any variances to the position control throughout the year.

Stipends

1. These individuals are ECRA volunteers who earn a small stipend for assisting with school programs (e.g. Athletics).

2. These individuals receive stipends through the Charter School's payroll system. The stipends are either paid out in a lump sum or in even amounts by pay periods for the scheduled period of service.

Electronic Timesheets

1. All employees will be responsible for clocking in and out, including (as appropriate) clocking in and out for meal breaks, using the School-provided electronic timekeeping system. All employees will also complete all forms (such as the Absence Form) identifying all missed work periods, including for vacation or sick leave; such forms must be signed by the employee and the appropriate supervisor.

2. All forms will be submitted to the Payroll Staff by the payroll period deadline designated by the Back-office Services Provider.

3. Incomplete forms will be returned to the signatory supervisor and late forms may delay payroll into the next period. No employee will be paid until a correctly completed timesheet is submitted.

4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in any absence forms (such as when an employee misses work due to illness), the employee is responsible for notifying the signatory supervisor or for making other arrangements for any forms to be submitted. However, the employee must still complete and submit all necessary forms upon return.

Overtime

1. All employees must seek pre-approval of unscheduled time (e.g., overtime) from their authorized supervisor in the Charter School's payroll system (i.e., Paycom).

2. Overtime only applies to non-exempt employees and is defined as hours worked in excess of eight hours a day and/or forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Director or CBO for further guidance.

Payroll Processing

1. Hourly employees must electronically approve their time records to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed without proper authorization or explanations as to why they occurred. The signatory supervisor will submit a summary report of time and attendance records. The Business Office and Payroll Service provider will verify all records for accuracy.

2. Salaried employees must sign in and out using the time clock system to verify working days for accuracy. A person from the Business Office will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. The Business Office and Payroll Service provider will process all authorizations for approved stipends and the hourly or daily rate.

4. Business Office will prepare the payroll worksheet for review and approval by the CBO/ Director of Finance before final submission into the payroll system. These payroll hours are exported by designated payroll staff, in the form of a report out of the Payroll System used to track hours.

5. The payroll checks (if applicable) will be printed by the Charter School. The Business Office will document each printed check and review the payroll checks prior to distribution.

6. The Payroll Staff and the Business Office will ensure that payroll is made in a timely manner, in accordance with appropriate Labor Code provisions.

Payroll Taxes and Filings

1. The Payroll Department will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.

2. Business Office will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the CBO or Executive Director, and submit the forms to the respective agencies.

Record Keeping

Designated Payroll Staff will maintain records in the Time and Attendance Software of all employees' use of sick leave, vacation pay, and any other unpaid time and collect signed and approved paperwork for back-up documentation.

a. Payroll Staff will immediately notify the authorized supervisor if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.

b. Records will be reconciled when requested by the employee. Every employee must maintain personal contemporaneous records.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

FINANCE/RESERVES /INSURANCE/LIABILITIES/ASSETS

Financial Reporting

1. In consultation with the CBO and Finance Committee, Director of Finance & Accounting & Back office provider (as applicable) will prepare the annual financial budget for approval by the Board.

2. Director of Finance & Accounting & Back office provider (as applicable) will submit a monthly balance sheet and monthly revenue and expense summaries to the CBO, including a review of the discretionary accounts and any line items that are substantially over or under budget. The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

3. Director of Finance & Back office provider (as applicable) will provide the CBO and/or the Board with additional financial reports, as needed.

Financial Institutions

1. All funds will be maintained at high quality financial institution(s).

2. Physical evidence will be maintained on-site for all financial institution transactions.

Loans

1. Any and all loans from third parties must be approved by the Executive Director, CBO, and the Board prior to execution of any loan documents or any other documentation which bind or obligate ECRA. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

2. Once approved, a promissory note will be prepared and signed by the Executive Director before funds are borrowed.

3. Employee loans, including salary advances, are not allowed.

Retention of Records

1. Financial records will be maintained indefinitely in original or electronic format.

2. Financial records will be shredded once they are converted into electronic format.

3. Appropriate back-up copies of electronic and paper financial and attendance accounting data will be regularly prepared and stored in a secure on-site location.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

Cash Balance Reserve

1. The following minimum cash balance reserve must be maintained:
   a. Economic Uncertainties - At least 5% of the total unrestricted General Funds.
   b. LAUSD Insurance Deductible - $1,000,000.
   c. Retiree Benefits: ECRA is setting aside funds to meet its projected unfunded liability.

2. Director of Finance & Back office provider (as applicable) will provide the CBO with balance sheets on a monthly basis. It is the responsibility of the CBO and the Board to understand the Charter School's cash situation. It is the responsibility of the Authorizing Personnel to prioritize payments as needed. The CBO will have responsibility for all operations and activities related to financial management.

Insurance

1. The CBO and DHR to ensure that appropriate insurance is maintained at all times with high quality insurance providers.

2. The Business Staff and the DHR will maintain the files of insurance policies, certificates of insurance, insurance policies and procedures, and related claim forms.

3. The DHR and CBO will carefully review insurance policies on an annual basis, prior to renewal. A request for proposal must be done at least every five years.

4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the Charter School's approved charter petition.

Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of $5,000 or more and with a useful life of more than one year.

2. The Business Office will file all receipts for purchased asset.

3. Reconciling Personnel will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.

4. The Charter School will take a physical inventory of all District and ECRA assets, separately, within 90 days of the end of each fiscal year, indicating the condition and location of the asset.

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

5. The Administrative Directors(s) will immediately be notified of all cases of theft, loss, damage or destruction of assets.

6. The Administrative Directors will submit to Reconciling Personnel written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy unless there is a witness. The Charter School assumes no liability for damage to cars:
   a. Parked in the parking lot during school hours;
   b. Parked in the parking lot before and after school hours.

2. Otherwise, liability is as follows:
   a. If a student willfully causes damage (i.e., not in an accidental manner), the student's parent or guardian is responsible.
   b. If a parent or other visitor causes damage, that individual is responsible for the damage.
   c. If an employee causes damage, the employee is responsible for the damage.
   d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

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ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

APPENDIX I – STUDENT SCHOLARSHIP PAYMENT REQUEST

Date: _____

SECTION 1 — STUDENT INFORMATION

Student Last Name	**Student First Name**
School Year	**Email Address**
Phone Number	

SECTION 2 — REMIT / PAYMENT ADDRESS

Make Check Payable To (School student attends)		**Student ID #**
Mailing Address (Street)		
City	**State**	**ZIP Code**

SECTION 3 — SCHOLARSHIP DETAILS

Scholarship Name	**Amount ($)**

SECTION 4 — TO BE COMPLETED BY ADMINISTRATOR

Approval Administrator Name	**Administrator Signature**	**Date**

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

APPENDIX II – CREDIT CARD RESPONSIBLE USE FORM
ECRA SCHOOL's CREDIT CARD RESPONSIBLE USE FORM

Usage Term _____(academic year)

For Credit Card _____(last four numbers only)

Employee Information: Name _____

Position _____

By signing below, you agree that you have read, reviewed and will abide by the terms of the Credit Card Responsibility Use Form. User agrees to the following:

- Employee must receive pre-approval before using the card for a specific purpose.
- Employee may not make any personal charges.
- Employee is responsible for maintaining all receipts. Along with the receipts, an appropriate description of each purchase must be provided.
- Employee is responsible for any late fees and/or interest the credit card company charges for failing to provide document within 10 days of the credit card statement's closing date.
- Employee must report any fraudulent, lost or stolen card immediately to the credit card company and ECRA

_____ _____

Employee Signature Employee Name

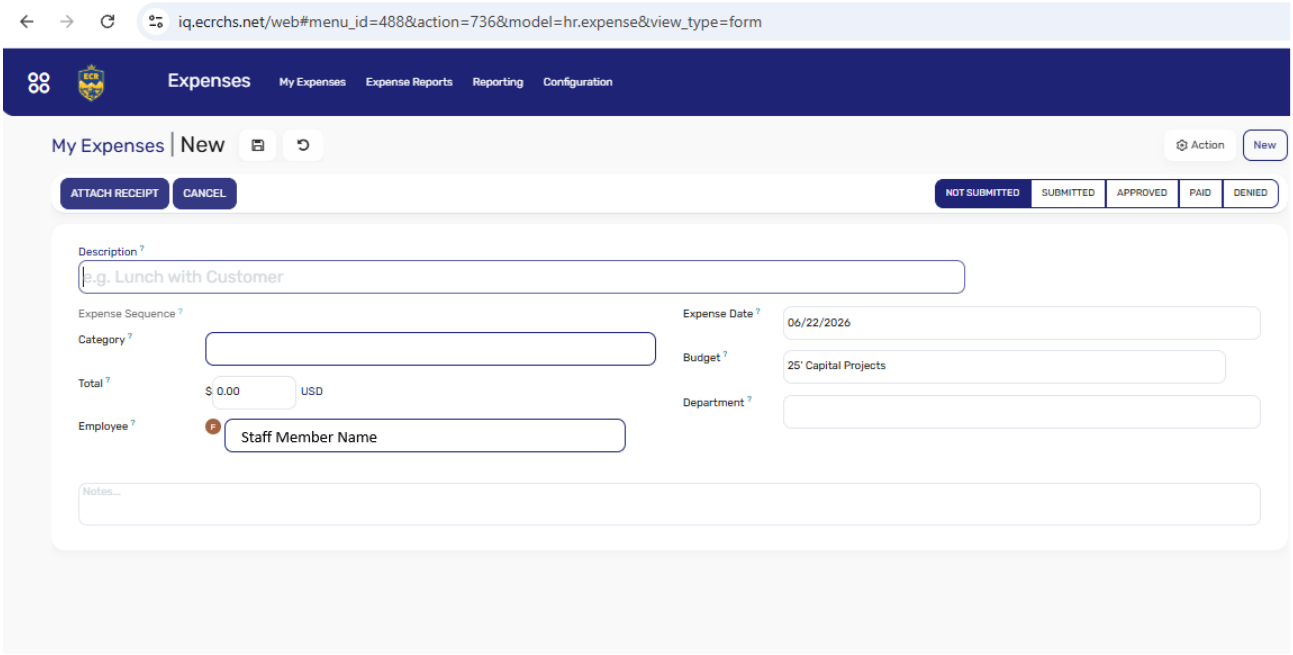
_____ _____

Executive Director's Signature Executive Director's Name

ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

APPENDIX III – EXPENSE ~~REIMBURSEMENT~~REQUEST FORM

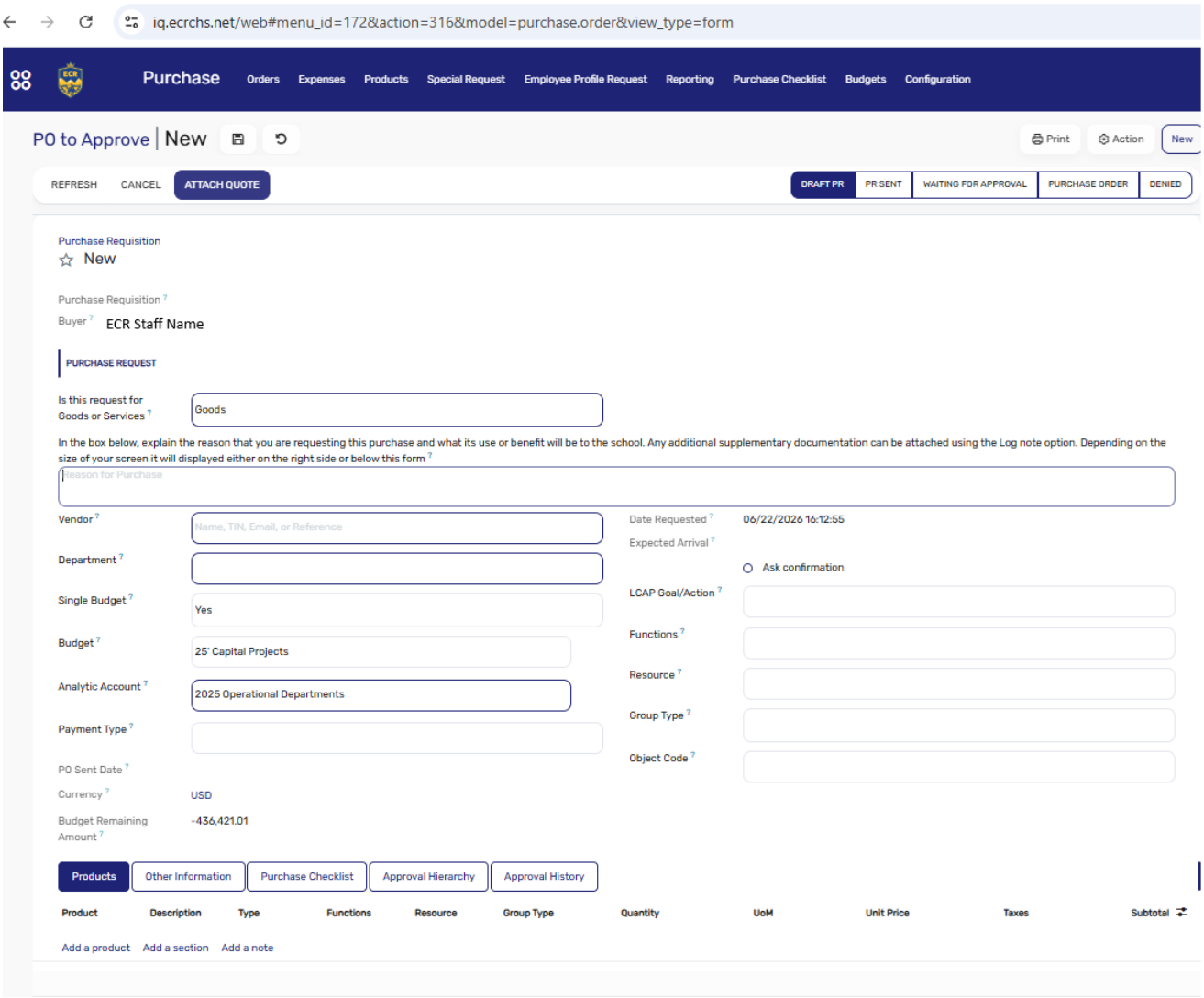
Purchase request forms will be completed \electronically on the school's ERP system e.g. IQ at www.iq.ecrchs.net



ECRA/ECRCHS
FISCAL POLICIES AND PROCEDURES

APPENDIX IV – PURCHASE REQUEST FORM

Purchase request forms will be completed electronically on the school's ERP system e.g. IQ at www.iq.ecrchs.net



Coversheet

May 2026 Investment Update

Section: III. Finance
Item: A. May 2026 Investment Update
Purpose: Discuss
Submitted by:
Related Material: Agenda Item III. A May 2026 Investment Update.pdf

EL CAMINO REAL CHS
INVESTMENTS REVIEW
FISCAL YEAR 2025-2026

2025-2026		Year End	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	*May-26*		Contributions / Executive Summary-OPEB		
															$ 33,407,833	Beginning Balance at 07/01/25	
	OPEB Retiree Pmts.		$ (52,048.18)	$ (53,348.18)	$ (51,255)	$ (54,260)	$ (55,267)	$ (55,990)	$ (53,921)	$ (57,746)	$ (58,588)	$ (56,413)	$ (57,214)		$ (606,050)	OPEB Payments	
														Month	$ 4,595,914	Gains/Losses	12.3% Invest. Change
ECRA	OPEB Trust	$ 33,407,833	$ 33,535,446	$ 34,163,737	$ 34,830,476	$ 35,228,596	$ 35,203,541	$ 35,333,944	$ 35,976,588	$ 36,438,154	$ 34,402,558	$ 36,328,958	$ 37,397,697	2.9%	$ 37,397,697	Current Ending	11.9% Total Change
Investment Managers:														Month	YTD		
Fiduciary Mgt		*$ 2,675,796*	$ 2,662,714	$ 2,744,203	$ 2,696,362	$ 2,686,061	$ 2,461,486	$ 2,462,746	$ 2,522,620	$ 2,554,617	$ 2,341,461	$ 2,447,931	$ 2,424,917	-0.9%	-9.4%		
Beacon Pointe		*$ 30,732,037*	$ 30,872,732	$ 31,419,534	$ 32,134,114	$ 32,542,536	$ 32,742,055	$ 32,871,198	$ 33,453,968	$ 33,883,537	$ 32,061,097	$ 33,881,027	$ 34,972,780	3.2%	13.8%		
El Camino Real CHS	General																
Investment Managers:														Month	YTD		
Fiduciary Mgt		*$ 336,856*	$ 334,972	$ 345,182	$ 339,097	$ 337,601	$ 236,685	$ 236,977	$ 242,513	$ 245,277.35	224,924.59	$ 235,078	$ 232,827	-1.0%	-30.9%	100K Xfer to Beacon Pt. 11/26/25	
Beacon Pointe		*$ 6,989,939*	$ 7,013,406	$ 7,126,190	$ 7,254,210	$ 7,338,504	$ 7,462,029	$ 7,483,446	$ 7,566,964	$ 7,663,768	$ 7,384,517	$ 7,629,975	$ 7,807,761	2.3%	11.7%		
	US Bank Holdings	$ 7,326,795	$ 7,348,378	$ 7,471,371	$ 7,593,307	$ 7,676,106	$ 7,698,713	$ 7,720,423	$ 7,809,477	$ 7,909,045	$ 7,609,442	$ 7,865,052	$ 8,040,588	2.2%	9.7%		
Annuity	3 Yr. (8/26)Fixed @ 4.80% Midland	*$ 439,179*	$ 440,931	$ 443,487	$ 444,799	$ 446,287	$ 448,125	$ 449,913	$ 451,592	$ 453,569	$ 455,204	$ 456,843	$ 458,489	0.4%	4.4%		
	2Yr. (10/25)@ 4.89% CNB /T-Bill	*$ 432,289*	$ 433,808	$ 435,397	$ 436,800	$ 438,273	$ 439,496	$ 440,301	$ 441,171	$ 443,272	$ 441,576	$ 442,663	$ 436,124	-1.5%	0.9%		
	2Yr (11/30/27) @ 3.5% Combined	$ 8,198,263	$ 8,223,117	$ 8,350,255	$ 8,474,906	$ 8,560,666	$ 8,586,334	$ 8,610,638	$ 8,702,241	$ 8,805,886	$ 8,506,221	$ 8,764,559	$ 8,935,201	1.9%	9.0%		
	Month End -Combined	$ 41,606,096	$ 41,758,563	$ 42,513,992	$ 43,305,381	$ 43,789,262	$ 43,789,875	$ 43,944,581	$ 44,678,829	$ 45,244,040	$ 42,908,778	$ 45,093,517	*$ 46,332,898*	2.7%	11.4%		

Coversheet

May 2026 Financial Update

Section: III. Finance
Item: B. May 2026 Financial Update
Purpose: Discuss
Submitted by:
Related Material: 26-27_ECRCHS_Budget vs. Actuals_Board_Meeting 6-25-26.pdf

SCHOOL NAME	El Camino Real Charter High School			
	Budget vs. Actuals			
BUDGET YR	2025-26			
		2025-2026	2025-2026	2025-2026
		Budget	Forecast	Budget vs. Forecast Variance
Revenues				
State Aid - Revenue Limit				
8011	LCFF State Aid	24,939,555	16,714,851	(8,224,704)
8012	Education Protection Account	512,457	7,091,334	6,578,877
8019	State Aid - Prior Year	0.00	89,865	89,865
8096	In Lieu of Property Taxes	9,751,482	11,014,467	1,262,985
State Aid - Revenue Limit		**35,203,494**	**34,910,517**	**(292,977)**
Federal Revenue				**-**
8181	Special Education - Entitlement	682,267	624,993	(57,274)
8182	Special Education - Discretionary	-	-	-
8220	Federal Child Nutrition	419,417	669,454	250,037
8290	Title I, Part A - Basic Low Income	353,990	396,496	42,506
8291	Title II, Part A - Teacher Quality	66,382	69,039	2,657
8293	Title III - Limited English	-	26,354	26,354
8294	Title V, Part B - PCSG	-	-	-
8295	Charter Facility Incentive Grant	-	-	-
8296	Other Federal Revenue	220,071	220,071	-
8299	Prior Year Federal Revenue		-	-
Federal Revenue		**1,742,127**	**2,006,407**	**264,280**
8311	State Special Education	-	-	-
8520	Child Nutrition	1,106,138	1,161,265	55,127
8545	School Facilities (SB740)	-	-	-
8550	Mandated Cost	193,742	156,390	(37,352)
8560	State Lottery	679,866	692,870	13,004
8598	Prior Year Revenue	-	-	-
8599	Other State Revenue	1,230,731	2,045,705	814,974
Other State Revenue		**3,210,477**	**4,056,230**	**845,753**
8634	Food Service Sales	18,000	18,000	-
8650	Lease and Rental Income	65,000	65,000	-
8677	Interagency Services Between LEAs	2,404,754	2,476,776	72,022
8689	Other Fees and Contracts	1,125,000	950,000	(175,000)
8690	Other Local Revenue	861,000	302,159	(558,841)
8698	ASB Fundraising	-	327,282	327,282
8699	School Fundraising	-	50,252	50,252
8980	Contributions, Unrestricted	-	2,050	2,050
8990	Contributions, Restricted	-	-	-
Other Local Revenue		**4,473,754**	**4,191,519**	**(282,235)**
Total Revenue		**44,629,852**	**45,164,673**	**534,821**

SCHOOL NAME	El Camino Real Charter High School			
	Budget vs. Actuals			
BUDGET YR	2025-26			
		2025-2026	2025-2026	2025-2026
		Budget	Forecast	Budget vs. Forecast Variance
Expenses				-
	1100 **Teachers' Salaries**	15,302,621	14,413,672	(888,949)
	1170 **Teachers' Substitute Hours**	-	18,537	18,537
	1175 **Teachers' Extra Duty/Stipends**	-	-	-
	1200 **Pupil Support Salaries**	2,258,383	1,994,094	(264,289)
	1300 **Administrators' Salaries**	1,031,789	1,272,054	240,265
	1900 **Other Certificated Salaries**	-	-	-
Certificated Salaries		**18,592,793**	**17,698,357**	**(894,436)**
	2100 **Instructional Salaries**	865,249	1,219,830	354,581
	2200 **Support Salaries**	2,010,757	1,912,861	(97,896)
	2300 **Classified Administrators' Salaries**	828,052	927,459	99,407
	2400 **Clerical and Office Staff Salaries**	1,174,243	1,163,609	(10,634)
	2900 **Other Classified Salaries**	362,000	192,187	(169,813)
Classified Salaries		**5,240,301**	**5,415,946**	**175,645**
Benefits				-
	3101 **STRS**	3,451,223	3,258,611	(192,612)
	3202 **PERS**	1,124,192	1,207,952	83,760
3302	3301 OASDI	670,478	625,799	(44,679)
3312	3311 Medicare	-	-	-
3402	3401 Health and Welfare	4,089,555	4,221,908	132,353
3502	3501 State Unemployment	11,916	5,443	(6,473)
3602	3601 Workers' Compensation	205,335	194,345	(10,990)
	3700 Retiree Benefits		-	-
3902	3901 Other Benefits	8,000	15,335	7,335
Benefits		**9,560,699**	**9,529,393**	**(31,306)**
Books and Supplies				-
	4100 **Textbooks and Core Materials**	167,333	167,333	-
	4200 **Books and Reference Materials**	15,429	36,158	20,729
	4302 **School Supplies**	481,682	329,919	(151,763)
	4305 **Software**	-	-	-
	4309 **Custodial Supplies**		-	-
	4310 **Office Expense**	135,996	117,588	(18,408)
	4311 **Business Meals**	-	-	-
	4312 **School Fundraising Expense**	-	-	-
4300	4345 Non Instructional Supplies	700,521	1,173,019	472,498
	4350 **ASB Expense**	60,000		(60,000)
	4400 **Noncapitalized Equipment**	366,300	366,300	-
	4700 **Food Services**	666,819	1,353,615	686,796
Books and Supplies		**2,594,080**	**3,543,932**	**949,852**
Subagreement Services				-
	5101 **Nursing**	-	661	661

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SCHOOL NAME	El Camino Real Charter High School			
	Budget vs. Actuals			
BUDGET YR	2025-26			
			2025-2026	2025-2026	2025-2026
			Budget	Forecast	Budget vs. Forecast Variance
	5102	Special Education	-	-	-
	5103	Substitute Teacher	1,060,000	1,325,971	265,971
	5104	Transportation	332,500	-	(332,500)
	5105	Security	620,978	950,853	329,875
	5106	Other Educational Consultants	1,508,584	1,991,871	483,287
Subagreement Services			**3,522,062**	**4,269,356**	**747,294**
Operations and Housekeeping					**-**
	5201	Auto and Travel	-	112,898	112,898
	5300	Dues & Memberships	585,754	561,852	(23,902)
	5400	Insurance	459,736	442,675	(17,061)
	5501	Utilities	1,197,947	923,400	(274,547)
	5502	Janitorial Services	-	-	-
	5516	Miscellaneous Expense		-	-
	5531	ASB Fundraising Expense	-	-	-
	5900	Communications	113,654	58,260	(55,394)
	5901	Postage and Shipping	-	-	-
Operations and Housekeeping			**2,357,091**	**2,099,085**	**(258,006)**
Facilities, Repairs and Other Leases					**-**
	5601	Rent	580,000	580,000	-
	5602	Additional Rent	37,647	21,835	(15,812)
	5603	Equipment Leases	-	-	-
	5604	Other Leases	-	45,359	45,359
	5605	Real/Personal Property Taxes	-	-	-
	5610	Repairs and Maintenance	514	418	(96)
Facilities, Repairs and Other Leases			**618,161**	**647,612**	**29,451**
Professional/Consulting Services					**-**
	5801	IT	-	-	-
	5802	Audit & Taxes	-	-	-
	5803	Legal	450,000	266,988	(183,012)
	5804	Professional Development	108,003	6,985	(101,018)
	5841	Professional Development		3,657	
	5805	General Consulting	949,592	375,599	(573,993)
	5806	Special Activities/Field Trips	382,715	595,611	212,896
	5807	Bank Charges	40,197	148,319	108,122
	5808	Printing	-	14,074	14,074
	5809	Other taxes and fees		16,219	16,219
	5810	Payroll Service Fee	133,718	99,270	(34,448)
5800	5899	Miscellaneous Fees	49,887	-	(49,887)
	5812	District Oversight Fee	-	-	-
	5825	ASB Consultants		2,250	
	5813	County Fees	-	-	-

SCHOOL NAME	El Camino Real Charter High School			
	Budget vs. Actuals			
BUDGET YR	2025-26			
		2025-2026	2025-2026	2025-2026
		Budget	Forecast	Budget vs. Forecast Variance
5814	SPED Encroachment	644,051	702,900	58,849
5840	Onboarding Fees		2,400	
5815	Public Relations/Recruitment	88,000	109,008	21,008
Professional/Consulting Services		**2,846,163**	**2,343,280**	**(502,883)**
Depreciation				**-**
6200	Capital Outlay		5,905	5,905
6900	Depreciation Expense	900,000	900,000	-
Depreciation		**900,000**	**905,905**	**5,905**
Interest				**-**
7299	Transfers Out	352,035	352,035	-
7438	Interest Expense		-	-
Interest		**352,035**	**352,035**	**-**
				-
Total Expenses		**46,583,385**	**46,804,901**	**221,516**
				-
Net Operational Income (Loss)		**(1,953,533)**	**(1,640,228)**	**313,305**
Other Changes				
8660	Interest Revenue	1,771,118	1,069,513	(701,605)
8661	Dividend Revenue		1,008,120	1,008,120
	Total Interest and Dividend Income	**1,771,118**	**2,077,633**	
	Change in Net Assets	**(182,415)**	**437,405**	

Coversheet

Discuss end of year Grant Reporting Updates

Section: III. Finance
Item: C. Discuss end of year Grant Reporting Updates
Purpose: Discuss
Submitted by:
Related Material: Agenda Item III.C- 2025-2026 EPA Budget.pdf
Agenda Item III. C- Prop 28 Annual Report 2025-2026 (1).pdf
Grants Dashboard Preview 6.25.26.pdf
Prop_28_Dashboard.pdf

El Camino Real Charter High School
Education Protection Account, Resource 1400, FY 2026 (25/26)

Fund 62 Charter School Enterprise Fund	Object	Adopted Budget
A. REVENUES		
1. LCFF Sources		
State Aid, Current Year	8011	-
Education Protection Account (EPA), Current Year	8012	$6,564,700.00
Total, LCFF Sources		**$6,564,700.00**
6. TOTAL REVENUES		**$6,564,700.00**
B. EXPENDITURES		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	$4,350,000.00
Total, Certificated Salaries		**$4,350,000.00**
3. Employee Benefits		
State Teachers' Retirement System, certificated	3101	$830,850.00
OASDI / Medicare / Alternative, certificated	3301	$63,075.00
Health and Welfare Benefits, certificated	3401	$1,320,775.00
Total, Employee Benefits		**$2,214,700.00**
9. TOTAL EXPENDITURES		**$6,564,700.00**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 minus B9)		**-**

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2025-26

Name: El Camino Real Charter High
CDS Code: 1964733-1932623
Charter School Number: 1314
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

During the reporting period, El Camino Real Charter High School used its Proposition 28 Arts and Music in Schools funding to expand and enrich arts education for students across the visual and performing arts. These funds supplemented the school"""""s existing arts programs and allowed ECR to broaden both the depth and reach of instruction in music, theater, visual arts, and media arts. The majority of funding supported the employment of certificated and classified staff who provide direct arts instruction, strengthening the school"""""s instrumental and vocal music, jazz band, choir, and theater programs. This staffing expanded the number of arts course sections available to students and increased access to hands on, performance based learning during the school day. Beyond staffing, Prop 28 funds enriched student experiences through a range of programs. Students took part in musical theater and improvisation workshops led by visiting teaching artists, competed in regional and national events such as the Musical Theatre Competitions of America and the Broadway Student Summit, and performed at festivals including the Grace Cathedral Festival. The jazz program completed a professional studio recording project, and students engaged in film and media arts production, projection design, and art therapy sessions. Funding also provided instruments, audio and visual equipment, scripts and performance licensing, instructional supplies, and transportation for arts related field trips and competitions. Together these investments gave students authentic, industry connected opportunities to create, perform, and present their work. Through Proposition 28, ECR strengthened a comprehensive arts program that serves students schoolwide, deepens engagement, and ensures that every student has the opportunity to take part in high quality arts and music education.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	4.5
4. Number of full-time equivalent teaching aides.	1.0
5. Number of students served.	0
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	6/25/2026 12:00:00 AM

Annual Report Data URL

https://www.ecrchs.net/about/accountability-reports

Submission Date 6/25/2026 1:24:30 PM

ECR Grant Fund Balances — FY 2025-26

Live from NetSuite. CSEG_NPO_PROGRAM segment. Current school year only.

Updated 05:19 PM on 6/25/2026 Refresh

CORE GRANTS LIFETIME BALANCE	FY SPEND	OPEN POS	FUNDS W/ ACTIVITY
$2,513,719	$20,199,911	$56,340	92
Total rev $8.9M minus total exp $6.2M | 3 overspent	Day 359 of 365 (98% through FY)	6 open POs this FY	9 shown

All funds | Core Grants | Overspent | ASB Trust | Search...

FUND	TOTAL REVENUE RECEIVED	TOTAL EXPENSES	FY REVENUE	FY EXPENSES	OPEN POS	LIFETIME BALANCE	DAILY BURN	FY PROJECTION	PACING	GRANT EXPIRES
3550-0 Perkins	$184,239	$203,223	$0	$18,984	$0	-$18,984	$53	$19,301	depleted	06/30/2026 6 DAYS LEFT
6318 - Antibias Education Grant	$98,000	$103,405	$0	$49,394	$0	-$5,405	$138	$50,220	depleted	06/30/2026 6 DAYS LEFT
7032 - Kitchen Infrastructure and Training (KIT) Funds	$192,116	$193,610	$0	$0	$0	-$1,494	$0	$0	depleted	06/30/2026 6 DAYS LEFT
6266 Educator Effectiveness, FY 2021-22	$591,871	$549,046	$0	$119,961	$0	$0.00	$334	$121,966	depleted	06/30/2026 6 DAYS LEFT
6762 - AMIM Block Grant	$2,099,459	$1,902,126	$0	$1,519,156	$0	$0.00	$4,232	$1,544,546	depleted	06/30/2026 6 DAYS LEFT
6387-0 CTE	$868,562	$494,160	$0	$147,969	$0	$374,402	$412	$150,442	2.5 yrs	mm/dd/yyyy SET DATE
6770 - Arts and Music in Schools (AMS)- (Prop 28)	$1,213,906	$772,694	$345,087	$432,063	$0	$441,212	$1,204	$439,284	1.0 yrs	06/30/2026 6 DAYS LEFT
6019-Student Support Discretionary Block Grant	$841,262	$15,350	$841,262	$15,350	$0	$825,912	$43	$15,607	52.9 yrs	06/30/2028 2.0 YRS LEFT
7435-0 Learning Recovery Emergency Block Grant	$2,831,627	$1,933,551	$129,325	$632,454	$0	$898,076	$1,762	$643,024	1.4 yrs	06/30/2028 2.0 YRS LEFT

FY 2025-26 runs July 1, 2025 through June 30, 2026. Core Grants tab uses lifetime calculations, lets you set per-fund expiration dates (saved locally in your browser), and lets you click any amount cell to see the underlying journal lines.

Powered by BoardOnTrack

Proposition 28 Dashboard

El Camino Real Charter High School · Fund 6770 Arts & Music in Schools

Data as of
June 24, 2026
Source: NetSuite, line level program segment

Overview | By Year & Spend Plan

Print this tab

KEY METRICS

TOTAL REVENUE RECEIVED	TOTAL EXPENDED	REMAINING BALANCE	STAFF SHARE (80/20 RULE)
$1,213,906	**$754,814**	**$456,212**	**58.9%**
3 allocations, FY 2023-24 to date	62.2% of revenue spent	After $2,880 open PO	Target ≥ 80% · below floor

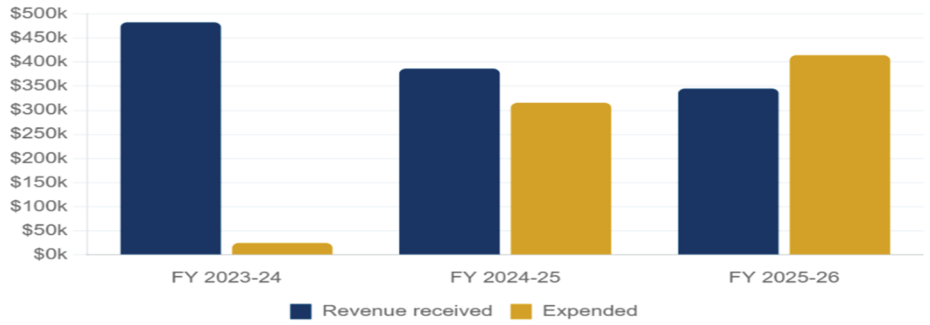
STAFF SPEND	NON STAFF SPEND (≤20%)	ADMIN SPEND (≤1%)	NEAREST SPEND DEADLINE
$444,485	**$310,328**	**$0**	**Jun 30, 2026**
Salaries + benefits	41.1% · supplies + services	Within cap	2023-24 allocation

Two things to watch

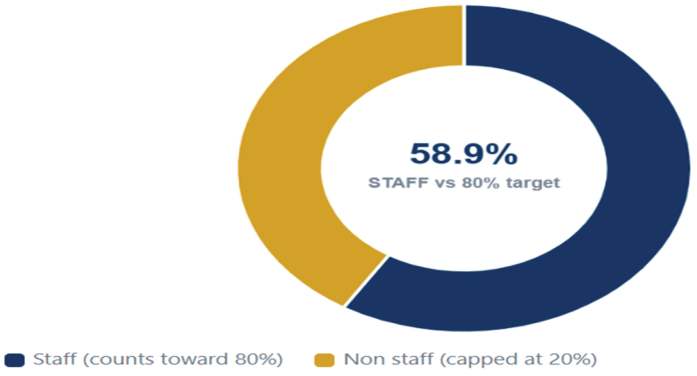
1. The 2023-24 allocation closes June 30, 2026. Cumulative spending of $754,814 already exceeds that allocation, so it should be fully drawn down. File the Final Expenditure Report by October 1, 2026. **2. The 80/20 mix is at 58.9% staff, below the 80% floor** and slipping each year. Steer the remaining balance toward arts salaries and benefits, or prepare a good cause waiver before each allocation closes.

REVENUE AND EXPENDITURES

Revenue received vs. expended by fiscal year



Expenditure mix against the 80/20 rule



El Camino Real Charter High School · Finance Office · Prop 28 fund 6770

Figures pulled from NetSuite as of June 24, 2026. Expense rows are grouped per transaction and category. Fund 6762 (AMIM Block Grant) is a separate program and is excluded.

Sources: CDE Prop 28 Arts and Music in Schools FAQs and Audit Requirements; California Education Code Section 8820.

Powered by BoardOnTrack

Proposition 28 Dashboard

El Camino Real Charter High School · Fund 6770 Arts & Music in Schools

Data as of
June 24, 2026
Source: NetSuite, line level program segment

Overview | By Year & Spend Plan

Print this tab

HOW MUCH NEEDS TO BE SPENT, BY DEADLINE

Each allocation must be fully spent within three fiscal years or the unspent balance reverts to the state. Drawdown assumes spend oldest allocation first.

Allocation	Received	Drawn (modeled)	Still to spend	Spend by	Status
2023-24	$482,373	$482,373	$0	Jun 30, 2026	Fully drawn
2024-25	$386,446	$272,441	$114,005	Jun 30, 2027	In progress
2025-26	$345,087	$0	$345,087	Jun 30, 2028	Not started
Total still to spend	**$1,213,906**	**$754,814**	**$459,092**		

Still to spend totals $459,092 before the $2,880 open PO, leaving the $456,212 remaining balance. To keep each allocation compliant, the large majority of what is spent next should be arts staff salaries and benefits.

REVENUE AND EXPENSES BY FISCAL YEAR

Click any year to drill into the underlying revenue and expense records. Use the category buttons to filter expenses, and the buttons below to download the records as CSV (opens in Excel).

⬇ Download all records (CSV) | Expenses only (CSV) | Revenue only (CSV)

FY 2023-24
22 EXPENSE RECORDS

REVENUE	EXPENSED	UNSPENT THIS FY	STAFF SHARE
$482,373	$24,985	$457,388	87.6%

FY 2024-25
109 EXPENSE RECORDS

REVENUE	EXPENSED	UNSPENT THIS FY	STAFF SHARE
$386,446	$315,646	$70,800	60.9%

FY 2025-26
119 EXPENSE RECORDS

REVENUE	EXPENSED	UNSPENT THIS FY	STAFF SHARE
$345,087	$414,182	-$69,095	55.7%

Coversheet

Discuss Marketing Recap for 2025-2026

Section: V. School Business
Item: A. Discuss Marketing Recap for 2025-2026
Purpose: Discuss
Submitted by:
Related Material: ECR Marketing Budget-Recap 2026-2027 Final.pdf

Marketing Budget

2026-2027

ECR

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Goals

Increase Brand Awareness & Brand Recognition

Increase ECR's Social Media Presence

Increase Enrollment

Months Analyzed

August 2025 - June 2026

ECR's Social Media Growth

Instagram:

- 227,800 Accounts Reached (+15.7%)
- 57,300 Content Interactions (+46.3%)
- 1800 New Followers (+320.6%)
- 4,200,000 Profile/Content Views (+100%)

Facebook:

- 172,442 Accounts Reached (+0%)
- 256 New Followers (+9%)
- 1,500,000 Profile/Content Views (+12%)

X/Twitter:

- Tweets received 41,400 views

Tik Tok

- 70,200 Profile/Content Views (39%)

DIGITAL MARKETING SUMMARY

Meta Ads

- **87 - New Students**
  - Current Investment: $22,716.86
    - Estimated Revenue: 87 new students x $14,000 ADA = $1,218,000
      - Estimated ROI: $1,218,000 - $22,716.86 = $1,195,283.14

Niche

- **31 - New Students**
  - Current Investment: $17,990
    - Estimated Revenue: 31 new students x $14,000 ADA = $434,000
      - Estimated ROI: $434,000 - $17,990 = $416,010

DIGITAL MARKETING SUMMARY

Google Ads

- **6 - New Students**
  - Current Investment: $0
    - Estimated Revenue: new students x $14,000 ADA = $84,000
      - Estimated ROI: $84,000 - $0= $84,000

Total Applicants

- **124 - New Students**
  - **Current Investment:** $40,506.86
    - **Estimated Revenue:** = $1,736,000 | 124 New Stu. x $14,000 ADA
      - **Estimated ROI:** $1,736,000 - $40,506.86 = $1,695,493.14

TRADITIONAL MARKETING SUMMARY

Mailer $312.30 - **4 New Students**

- Estimated Revenue: 4 new students x $14,000 ADA = $56,000
  - Estimated ROI: $56,000 - $312.30 = $55,687.70

School Banners $2,700 - **56 New Students**

- Estimated Revenue: 56 new students x $14,000 ADA = $784,000
  - Estimated ROI: $784,000 - $2,700 = $781,300

Daily News $0 - **11 New Students**

- Estimated Revenue: 11 new students x $14,000 ADA = $154,000
  - Estimated ROI: $154,000 - $0 = $154,000

Total Traditional Advertising Estimated ROI:

- **71 new students x $14,000 ADA = $994,000 - $3,012.30 = $990,987.70**

TOTAL ESTIMATED REVENUE FROM MARKETING

124 - New students

- Current Investment: $40,506.86
    - Estimated Revenue: 124 new students x $14,000 ADA = $1,736,000
        - Estimated ROI: $1,736,000 - $40,506.86 = $1,695,493.14

Traditional Advertising Estimated ROI:

- Current Investment $3,012.30
    - 71 new students x $14,000 ADA = $994,000 - $3,012.30 = $990,987.70

Total Estimated Revenue via Marketing/Advertising

- **Total Investment:** $43,519.16
    - **Estimated Revenue:** 195 new students x $14,000 ADA = $2,730,000
        - **Estimated ROI:** $2,730,000 - $43,519.16 = $2,686,480.84

CURRENT ENROLLMENT SUMMARY

680 Incoming 9th Graders Currently Enrolled

- 557-587 early projection 2025-2026 year
- 540-570 early projection 2026-2027 year (3% decline projection from last year)

100+ Student Increase in 9th Grade Enrollment from projections

- Growth despite declining enrollment in the area

10%+ Increase in Non-Residential Applications

  - An indicator that ECR is attracting interest from outside of our traditional school boundary

100+ Students Enrolled from Outside the School Boundary

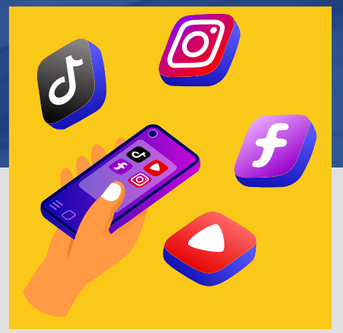
- Reflection of ECR's marketing efforts, brand reputation, and community outreach

110+ Social Media Leads in Process

- The Admissions Team continues to work with interested families with their application process

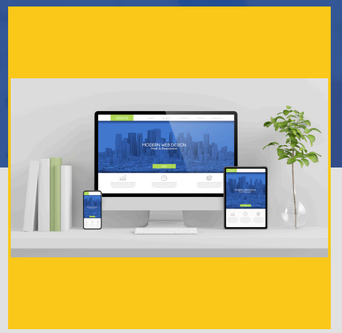
Key Investments

Made For



Social Media ADs

Google ADS



Website

Branding/ Advertising via Partners

PLAN FOR 2026-2027 SCHOOL YEAR

- Continue to work with students and student groups to promote events, stories, and accomplishments
  - Content engagement was higher than district schools and private schools in the area
- Collaborate with Teachers, Coaches, and Parents to promote events, stories, and accomplishments
  - Collaborate with teachers to promote their programs and collaborate on content
  - Help coaches set up their web pages on our website and help promote games/content
  - Receive parent feedback and tips for content ideas, website experience, and more
- Collaborate with all stakeholders to improve school culture
  - Sporting event themes
  - Collaborate with HR to recognize teacher/staff achievements and birthdays

ECR

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ECR's Advertising/Branding via Partners

Outfront Media

Billboard:

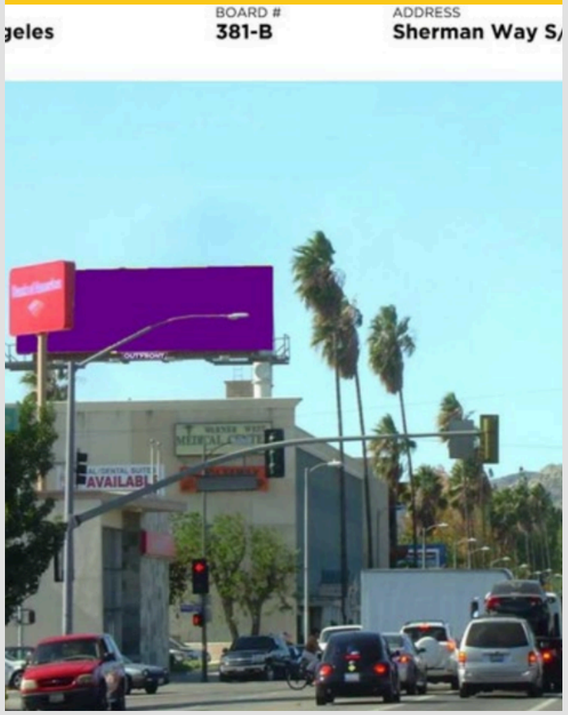
Located by Taft HS

12-week campaign = $20,720

Billboard:

Sherman Way & Topanga (Cheapest)

12-week campaign = $16,445



Bus Advertisement:

Cheapest option:
30 busses, 8-week campaign = $37,260

ECR

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From El Camino Real Charter High School

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

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

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

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

About Us

Why ECR?

Enrollment FAQS

Follow us on Social Media

NICHE®

ECR's Niche Profile

Niche Partner

2025-2026 School Year

- 7,356 Views to date
- 2,395 Page Clicks to date (+195%)
- 305,608 Impressions
- Investment amount = $17,990
- Action Buttons
- Lead Generation

Coversion Data

- How to Apply Visits: 46
- Learn More Visits: 22
- Campus Visits: 69
- Applications: 31

ECR

School	Referral rate	Views	Clicks
El Camino Real Charter High School WOODLAND HILLS, CA Niche Partner	**89.2%**	**566**	**505**
Granada Hills Charter GRANADA HILLS, CA Niche Partner	9.0%	1,416	128
Chaminade College Preparatory WEST HILLS, CA Niche Partner	7.4%	745	55
Calabasas High School CALABASAS, CA Niche Partner	3.7%	246	9
Taft Charter High School WOODLAND HILLS, CA	1.5%	261	4
Reseda Charter High School RESEDA, CA	1.3%	80	1
Agoura High School AGOURA, CA Niche Partner	1.2%	172	2
Oak Park High School OAK PARK, CA	1.2%	403	5
Canoga Park High School CANOGA PARK, CA	0.0%	65	0
Chatsworth Charter High School CHATSWORTH, CA	0.0%	115	0
Cleveland Charter High School RESEDA, CA	0.0%	237	0

ECR's Niche Profile

Comments from Niche: A referral rate measures how often a family on your Niche profile clicks to get to your website.

We partner with around 2,500 schools and their average referral rate is between 7-11%.

ECR's referral rate YTD was 33.1%. For the month of May alone, 89.2% of families who viewed the profile clicked over to your website. This is the highest referral rate of any school I have ever worked with.

Other Potential Oppportunities

Street Banners

ECR's Current Spend: $3,000 Annual Permit Renewal
+
$12,000 for banner targeting in different locations

Other Opportunites

- **Windscreens**
- **Branding efforts for Shoup Campus**
- **Marketing Materials for ECR**
- **Additional branding items for ECR**
- **Assistance with Modernization efforts**

ECR

Powered by BoardOnTrack

Summary

Marketing Budget Breakdown

$63,050

- $20,000 Digital Social Media Ads
- Google Ads $15,000
- $20,850 Website Renewal + UX
- $7,200 MailChimp Platform

+

Branding/Advertising Partners Spend ($34,150)
Includes:

- Niche Partnership
- Traditional Marketing/Street Banners
- Other Opportunities

+

Misc. Marketing Equipment/Projects ($15,078)

- Camera Equipment/Mascot/Trophy Case/ETC

Total: $112,278

Coversheet

Discuss and Vote on Collective LAUSD SELPA notification letter.

Section: V. School Business
Item: C. Discuss and Vote on Collective LAUSD SELPA notification letter.
Purpose: Vote
Submitted by:
Related Material:
Agenda_Item_V_C_June 2026 Collective LAUSD SELPA Notification Letter.pdf

May 27, 2026

Jose Soto, Ed.D.
Executive Director
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Dr. Soto,

Charter schools participating in Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) Charter Operated Programs: Option 3 ("COP3") are committed to the work of building strong, sustainable special education programs for students with disabilities in Los Angeles. That work depends on a productive relationship with LAUSD's Division of Special Education and Charter Operated Programs team, and we are grateful for the ongoing collaboration that makes this possible.

COP3 now encompasses more than 200 charter schools serving over 13,000 students with disabilities, including approximately 2,500 students with extensive support needs. Over the past decade, the COP3 model has enabled significant development of charter school special education infrastructure, including the implementation of at least 115 new charter school programs for students with disabilities, representing demonstrated commitment to ensuring that families across Los Angeles have access to high-quality programs regardless of the school they choose.

We also recognize that special education arrangements within the LAUSD SELPA may change at the discretion of the Board and Division of Special Education. Charter schools must therefore preserve the ability to exit the SELPA should that determination serve the best interests of their students. Please accept this letter as formal notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2027.

This letter is not binding and serves the administrative purpose of providing one-year advance notice of intent to exit the SELPA. Should the charter schools determine that continued participation in the LAUSD SELPA best serves their students, they will remain for the 2027–28 academic year.

We look forward to our continued partnership on behalf of all students and families.

Sincerely

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

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

Pablo Cesar Villavicencio Chief Executive Officer Alliance College-Ready Public Schools	**Christopher Carr** Executive Director, Los Angeles Aspire Public Schools	**Jesse Melgares** Chief Executive Officer The Accelerated Schools
Kalin Balcomb Executive Director Arts in Action Community Charter Schools	**Ana Martinez** Executive Director Bright Star Schools	**Ari Bennett** Principal Birmingham Community Charter High School
Aida Tatossian Founding Principal Ararat Charter	**Linda Lee** Executive Director California Creative Learning Academy	**Adriana Abich** Chief Executive Officer Camino Nuevo Charter Academy
Erin Studer Executive Director CHIME Institute's Schwarzenegger Community School	**Catherine Belcher** Executive Director Champs Charter HS of Arts	**Patricia Smith** Executive Director CATCH Prep Charter High School
Cristina de Jesus President and CEO Green Dot Public Schools California	**Sofia Roditti** Chief Executive Officer Equitas Academy Charter Schools	**Melissa Kaplan** Executive Director Citizens of the World Los Angeles

Karen Smith Principal Discovery Charter Preparatory #2	**David Riddick** Executive Director Fenton Charter Public Schools	**David Hussey** Executive Director El Camino Real Charter High School
Oliver Sicat Chief Executive Officer Ednovate	**Rhonda Baldenegro** Executive Director Gabriella Charter Schools	**Vanessa Garza** Executive Director GALS Los Angeles
Brian Bauer Chief Executive Officer/ Superintendent Granada Hills Charter School	**Colleen Molina** Principal High Tech Los Angeles	**TyAnthony Davis** Chief Executive Officer ICEF Public Schools
William Toomey Superintendent Ingenium Schools	**Nadia Shaiq** Chief Executive Officer ISANA	**Myranda Marsh** Executive Director James Jordan Middle School
Angella Martinez Chief Executive Officer KIPP SoCal	**Amy Held** Executive Director Larchmont Charter School	**Dan Maguire** Head of School Libertas College Prep
Arina Goldring CEO/Superintendent Los Angeles Leadership Primary Academy	**Alfredo Rubalcava** Chief Executive Officer Magnolia Public Schools	**Jose Salas** Executive Director Montague Charter Academy for Arts and Sciences

Gayle Nadler Executive Director Multicultural Learning Center	**Eric Todd** Principal N.E.W. Academy of Science and Art N.E.W. Academy Canoga Park	**Paul Okaiteye** Chief Executive Officer New Designs Charter Schools
Amy Berfield Executive Director New Heights Charter School	**Richard Thomas** Executive Director New Horizons Charter School	**Brooke Rios** Executive Director New Los Angeles Charter Schools
Sylvia Fajardo Executive Director Pacoima Charter School	**Pam Magee** Executive Director Palisades Charter High School	**Tim Didkan** Principal Port of Los Angeles High School
Connie Rivas Superintendent PUC Schools	**Drew Furedi** President and CEO Para los Ninos	**PK Candaux/ Sidnie Gallegos** Co Directors Renaissance Arts Academy
Janette Rodrigue- Pack Chief Executive Officer STEM Preparatory Schools	**Rhonda Deomampo** CEO/Superintendent Synergy Academies	**Loreen Riley** Chief Executive Officer Value Schools
Carolyn Yaffe Executive Director Valley Charter Schools	**Anne Cochran** Executive Director Valley International Prep High School	**Jason Watts** Executive Director Scholarship Prep Charter School

Collin Felch, Ed.D. Superintendent Vista Charter Public Schools	**Fidel Ramirez** Chief Executive Officer Vaughn Next Century Learning Center	**Errica Dotson, M.Ed.** Interim Executive Director Watts Learning Center
Shawna Draxton Executive Director WISH Community and Academy Schools	**Yvette King-Berg** Executive Director YPI Charter Schools	

Coversheet

Discuss California Local Indicator

Section: V. School Business
Item: D. Discuss California Local Indicator
Purpose: Vote
Submitted by:
Related Material:
Agenda_Item_V_D - 2026_Local_Indicators_Pending_board_approval_6.25.26.pdf

2026 LOCAL INDICATORS

CALIFORNIA DEPARTMENT OF EDUCATION

Pending Board Approval
Date taken to local governing board: June 25, 2026

LOCAL PERFORMANCE INDICATOR

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Local Indicators	LCFF Priority	Assigned To:
Access to Curriculum-Aligned Instructional Materials	1	Clark, M.
Safe, Clean and Functional School Facilities	1	Vosogh, M.
Implementation of State Academic Standards	2	Clark, M.
Parent and Family Engagement	3	Clark, M.
School Climate	6	Clark, M.
Access to a Broad Course of Study	7	Alba, J.

PERFORMANCE STANDARDS FOR LOCAL INDICATORS

The performance standards for the local performance indicators are:

APPROPRIATELY ASSIGNED TEACHERS, ACCESS TO CURRICULUM-ALIGNED INSTRUCTIONAL MATERIALS, AND SAFE, CLEAN AND FUNCTIONAL SCHOOL FACILITIES (LCFF PRIORITY 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

IMPLEMENTATION OF STATE ACADEMIC STANDARDS (LCFF PRIORITY 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

PARENT AND FAMILY ENGAGEMENT (LCFF PRIORITY 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

SCHOOL CLIMATE (LCFF PRIORITY 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

ACCESS TO A BROAD COURSE OF STUDY (LCFF PRIORITY 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

SELF-REFLECTION TOOLS

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, a LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

APPROPRIATELY ASSIGNED TEACHERS, ACCESS TO CURRICULUM-ALIGNED INSTRUCTIONAL MATERIALS, AND SAFE, CLEAN AND FUNCTIONAL SCHOOL FACILITIES (LCFF PRIORITY 1)

LEAs will provide the information below:

Number/percentage of students:	**#**
Without access to their own copies of standards-aligned instructional materials for use at school and at home	0

Number/percentage of identified instances where:	**#**
Facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

Note: The requested information is all data elements that are currently required as part of the School Accountability Report Card (SARC).

IMPLEMENTATION OF STATE ACADEMIC STANDARDS (LCFF PRIORITY 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 2: REFLECTION TOOL

RECENTLY ADOPTED ACADEMIC STANDARDS AND/OR CURRICULUM FRAMEWORKS

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rate Score
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rate Score
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying**

areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rate Score
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	4

OTHER ADOPTED ACADEMIC STANDARDS

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rate Score
Career Technical Education	5
Health Education Content Standards	5
Physical Education Model Content Standards	4
Visual and Performing Arts	5
World Language	5

SUPPORT FOR TEACHERS AND ADMINISTRATORS

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	Rate Score
Identifying the professional learning needs of groups of teachers or staff as a whole	5
Identifying the professional learning needs of individual teachers	4
Providing support for teachers on the standards they have not yet mastered	4

OPTIONAL NARRATIVE (LIMITED TO 1,500 CHARACTERS)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress by implementing the academic standards adopted by the state board.**

PARENT AND FAMILY ENGAGEMENT (LCFF PRIORITY 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- **Section 1:** Building Relationships between School Staff and Families
- **Section 2:** Building Partnerships for Student Outcomes
- **Section 3:** Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on their progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions, and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

SECTION 1: BUILDING RELATIONSHIPS

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Practices	Rate Scale
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
Rate the LEA's progress in creating welcoming environments for all families in the community.	5
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

1. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE THE LEA'S CURRENT STRENGTHS AND PROGRESS IN BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES.

ECR continues to strengthen relationships between school staff and families through ongoing outreach, increased communication efforts, and a commitment to creating a welcoming and inclusive school environment. Educational partner feedback indicates that families feel supported by school staff and appreciate the accessibility of administrators and opportunities for engagement.

A) Administrative staff regularly attend school functions, athletic events, family activities, and community gatherings outside of the regular school day, increasing opportunities to connect with families and build trust.

B) ECR expanded family workshops focused on mental health, wellness, attendance awareness, college and career readiness, and strategies to support student success.

C) Staff continue to participate in annual professional development focused on effective family engagement, communicating with parents, cultural competency, restorative practices, and customer service.

D) The school has increased the use of multiple communication platforms, including various messaging platforms, email, phone calls, newsletters, social media, and virtual meetings, providing families with additional opportunities to receive information and communicate with school staff.

E) School events, recognition programs, and family engagement activities continue to celebrate the diverse cultures, languages, and experiences represented within the ECR community.

F) Translation and interpretation services remain available to ensure families can access information and participate meaningfully in school activities and meetings.

2. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE THE LEA'S FOCUS AREA(S) FOR IMPROVEMENT IN BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES.

Focus Areas for Improvement in Building Relationships Between School Staff and Families:

A) Continue strengthening two-way communication by increasing opportunities for families to provide feedback and engage in meaningful dialogue with school staff.

B) Expand efforts to learn more about individual family strengths, goals, and cultural backgrounds to further personalize family engagement practices.

C) Increase participation in family workshops and school events among families who have historically been less engaged.

D) Continue building staff capacity to foster strong relationships with families through ongoing professional learning and collaboration.

3. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE HOW THE LEA WILL IMPROVE ENGAGEMENT OF UNDERREPRESENTED FAMILIES IDENTIFIED DURING THE SELF-REFLECTION PROCESS IN RELATION TO BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES.

ECR will continue to improve engagement of underrepresented families by:

A) Providing targeted outreach and personalized communication to families who may face barriers to participation.

B) Continuing to provide translated materials, interpretation services, and multilingual communication to ensure equitable access to information.

C) Connecting families with school and community resources that support academic success, wellness, and social-emotional needs.

D) Utilizing multiple communication methods, including surveys, phone calls, family forums, newsletters, and community events, to gather feedback and encourage participation

E) Creating additional opportunities for underrepresented families to share their perspectives and contribute to school planning and improvement efforts.

SECTION 2: BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Practices	Rate Scale
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

1. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE THE LEA'S CURRENT STRENGTHS AND PROGRESS IN BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES.

ECR continues to strengthen partnerships between families and schools by providing meaningful opportunities for collaboration and support that positively impacts student outcomes.

A) Staff participate in ongoing professional development focused on effective family engagement, communication strategies, and culturally responsive practices.
B) Families receive regular access to academic resources, intervention information, college and career planning materials, and evidence-based strategies to support student success at home.
C) Parent conferences, Student Success Team meetings, intervention meetings, and counselor check-ins are held throughout the year to discuss student progress and identify support.
D) Translation and interpretation services are available to ensure families can actively participate in meetings, conferences, and school activities.
E) Family workshops are offered on topics such as graduation requirements, financial aid, attendance, mental health, college readiness, and student wellness.
F) School tours and informational sessions provide opportunities for families to learn about programs, ask questions, and provide feedback regarding school initiatives.

2. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE THE LEA'S FOCUS AREA(S) FOR IMPROVEMENT IN BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES.

LEAs focus areas for improvement in Building Partnerships for Student Outcomes are:

A) Increase consistency in family participation during conferences and student progress meetings.
B) Expand opportunities for families to learn about educational rights, advocacy tools, and available support services.
C) Improve the use of survey results and family feedback to guide future family engagement activities.
D) Continue strengthening systems for sharing student achievement, attendance, and intervention data with families throughout the school year.

3. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE HOW THE LEA WILL IMPROVE ENGAGEMENT OF UNDERREPRESENTED FAMILIES IDENTIFIED DURING THE SELF-REFLECTION PROCESS IN RELATION TO BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES.

ECR will improve engagement of underrepresented families by:

A) Providing targeted outreach through phone calls, home-school communication, and personalized invitations to school events and meetings.
B) Continuing to offer translated materials and interpretation services to reduce language barriers.
C) Partnering with community organizations to connect families with academic, wellness, and social service resources.
D) Utilizing multiple communication methods, including surveys, newsletters, social media, robocalls, and community events, to increase participation and gather feedback.
E) Continuing to provide access to intervention programs, counseling services, wellness supports, and attendance improvement initiatives that address identified student needs.

SECTION 3: SEEKING INPUT FOR DECISION MAKING

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	Rate Scale
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

1. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE THE LEA'S CURRENT STRENGTHS AND PROGRESS IN SEEKING INPUT FOR DECISION-MAKING.

ECR values educational partner input and continues to expand opportunities for meaningful stakeholder engagement and shared decision-making.

A) Parent Advisory Committee (PAC), ELAC, School Site Council, and ECR Royal Families meet regularly to review school initiatives, discuss student needs, and provide recommendations.
B) School leadership actively seeks stakeholder input through surveys, community forums, listening sessions, and committee meetings throughout the year.
C) School Site Council reviews family engagement goals, student outcome data, and school improvement efforts to monitor progress and inform future planning.
D) Stakeholder feedback has contributed to improvements in communication practices, student support programs, school climate initiatives, and family engagement opportunities.
E) Families have increased access to participation opportunities through virtual meeting options, flexible scheduling, and expanded communication regarding meeting agendas and outcomes.

2. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE THE LEA'S FOCUS AREA(S) FOR IMPROVEMENT IN SEEKING INPUT FOR DECISION-MAKING.

A) Increase participation from underrepresented families in advisory groups, leadership opportunities, and school committees.
B) Provide additional training and orientation opportunities to help family members effectively participate in decision-making processes.
C) Expand collaborative planning opportunities involving families, staff, and administrators throughout the school year.
D) Continue improving the collection, analysis, and sharing of stakeholder feedback and outcome data.

3. BASED ON THE ANALYSIS OF EDUCATIONAL PARTNER INPUT AND LOCAL DATA, BRIEFLY DESCRIBE HOW THE LEA WILL IMPROVE ENGAGEMENT OF UNDERREPRESENTED FAMILIES IDENTIFIED DURING THE SELF-REFLECTION PROCESS IN RELATION TO SEEKING INPUT FOR DECISION-MAKING.

ECR will improve engagement of underrepresented families by:

A) Continuing to reduce participation barriers through flexible meeting schedules, virtual attendance options, and transportation assistance when available.
B) Conducting targeted outreach to families who have not traditionally participated in school committees, leadership groups, and advisory meetings.
C) Providing clear information regarding advisory committees, leadership opportunities, and school initiatives in families' home languages.
D) Creating additional opportunities for families to share feedback through surveys, focus groups, listening sessions, and informal community conversations.
E) Connecting families to workshops and resources that build understanding of educational programs, student supports, and opportunities for advocacy and involvement.

SCHOOL CLIMATE (LCFF PRIORITY 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions,

did you see the results you were seeking?

SURVEY REPORT SUMMARY: SPRING 2025

1. DATA

Rating Scale: 1 – Strongly Disagree; 2 – Disagree; 3 – Agree; 4 – Strongly Agree

Student Survey – 193 Individuals Participated	**Rating**	**%**
Look forward to attending school	Rated 3 or Above: 81	42%
Comfort to ask another student for help	Rated 3 or Above: 113	55%
Adults treat students with respect	Rated 3 or Above: 90	47%
School building well maintained	Rated 3 or Above: 98	50%
School has clear rules for behavior	Rated 3 or Above: 82	42%
School has high standards for achievement	Rated 3 or Above: 98	50%
Have concerns about physical safety	Rated 2 or Below: 123	64%
Family Survey – 306 Individuals Participated	**Rating**	**%**
Teachers have high standards for students	Rated 3 or Above: 172	56%
School has clear rules for behavior	Rated 3 or Above: 170	55%
Child feels safe at school	Rated 3 or Above: 181	60%
Staff communicate well with parents	Rated 3 or Above: 164	53%
I feel welcome at my child's school	Rated 3 or Above: 184	60%
Teachers treat all students with respect	Rated 3 or Above: 169	55%
Textbook and Instructional materials updated and in good	Rated 3 or Above: 203	66%
Staff Survey – 71 Individuals Participated	**Rating**	**%**
I feel supported by other teachers	Rated 3 or Above: 66	93%
I get along well with Administrators	Rated 3 or Above: 59	83%
Feel like an important part of the school	Rated 3 or Above: 57	80%
Teachers at my school have high standards for achievement	Rated 3 or Above: 54	76%
School building is well maintained	Rated 3 or Above: 41	57%
When I report safety concerns, I believe it will be addressed	Rated 3 or Above: 42	59%
Instructional materials are updated and in good condition	Rated 3 or Above: 56	79%

2. MEANING

The survey results highlight several strengths across the LEA. Families and staff generally perceive the schools as welcoming, supportive, and focused on high standards for student achievement. Staff report strong professional relationships and access to updated instructional materials, while families express confidence in school safety and communication.

However, the student survey results indicate areas for growth. Student perceptions of respect from adults, school connectedness, behavior expectations, and enthusiasm for attending school were notably lower than family and staff perceptions. This gap suggests that while adults view the school environment positively, some students may not feel equally connected, respected, or engaged. Additionally, only half of students agreed that the school has high academic standards and that facilities are well maintained, indicating opportunities to improve communication and student experiences related to school culture and learning environments.

3. USE

In response to the survey findings, the LEA will continue to strengthen school climate and student engagement efforts. Actions will include increasing opportunities for student voice, expanding relationship-building activities between students and staff, reinforcing positive behavior expectations, and providing professional development focused on student-centered practices and respectful interactions. The LEA will also continue to review campus safety procedures and maintain open communication with families to build trust and partnership.

To address lower student perceptions of school connectedness and behavior expectations, schools will implement targeted social-emotional learning activities, student leadership opportunities, and regular feedback mechanisms to better understand student needs. The LEA will monitor future survey results, attendance data, behavior data, and other school climate indicators to evaluate the effectiveness of these actions and adjust as needed. These efforts are intended to increase student engagement, improve perceptions of respect and belonging, and create a more positive and supportive learning environment for all students.

ACCESS TO A BROAD COURSE OF STUDY (LCFF PRIORITY 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. BRIEFLY IDENTIFY THE LOCALLY SELECTED MEASURES OR TOOLS THAT THE LEA IS USING TO TRACK THE EXTENT TO WHICH ALL STUDENTS HAVE ACCESS TO, AND ARE ENROLLED IN, A BROAD COURSE OF STUDY, BASED ON GRADE SPANS, UNDUPLICATED STUDENT GROUPS, AND INDIVIDUALS WITH EXCEPTIONAL NEEDS SERVED.

To monitor the extent to which all students have access to and are enrolled in a broad course of study, the LEA uses several locally selected measures and tools. These include school-wide class schedule reviews, master schedule enrollment analyses, Individualized Education Plans (IEPs), Individualized Graduation Plans (IGPs), and reclassification rates. These tools support monitoring by grade span, unduplicated student groups, and students with exceptional needs.

2. USING THE LOCALLY SELECTED MEASURES OR TOOLS, SUMMARIZE THE EXTENT TO WHICH ALL STUDENTS HAVE ACCESS TO, AND ARE ENROLLED IN, A BROAD COURSE OF STUDY. THE SUMMARY SHOULD IDENTIFY ANY DIFFERENCES ACROSS SCHOOL SITES AND STUDENT GROUPS

IN ACCESS TO, AND ENROLLMENT IN, A BROAD COURSE OF STUDY, AND MAY DESCRIBE PROGRESS OVER TIME IN THE EXTENT TO WHICH ALL STUDENTS HAVE ACCESS TO, AND ARE ENROLLED IN, A BROAD COURSE OF STUDY.

El Camino offers a variety of learning communities with distinct curricular focuses, including CTE, STEAM, VAPA, Alternative Education, and Independent Study, ensuring students have access to a broad course of study. These programs expand opportunities for all students across disciplines and are supported by non-academic services such as technology access and college/career readiness resources.

To promote equitable access, action steps include expanding AP course enrollment, increasing dual and concurrent enrollment opportunities, developing additional career pathways, and using data to identify and support under-resourced students. Personalized support includes after-school interventions, online courses, credit recovery, targeted tutoring, and a summer class for incoming 9th graders.

Efforts are also focused on closing the achievement gap through collaboration with support programs and offering college and career readiness activities such as guest speakers and field trips. Progress and disparities in access across sites and student groups are monitored through master schedule analysis, enrollment data, IEPs, graduation plans, and reclassification rates

3. GIVEN THE RESULTS OF THE TOOL OR LOCALLY SELECTED MEASURES, IDENTIFY THE BARRIERS PREVENTING THE LEA FROM PROVIDING ACCESS TO A BROAD COURSE OF STUDY FOR ALL STUDENTS.

English Learners have difficulty accessing higher level courses due to language fluency.

4. IN RESPONSE TO THE RESULTS OF THE TOOL OR LOCALLY SELECTED MEASURES, WHAT REVISIONS, DECISIONS, OR NEW ACTIONS WILL THE LEA IMPLEMENT, OR HAS THE LEA IMPLEMENTED, TO ENSURE ACCESS TO A BROAD COURSE OF STUDY FOR ALL STUDENTS?

In response to local data, the LEA has implemented targeted actions to ensure English Learners (ELs) have full access to a broad course of study while making continuous progress toward English proficiency within five years. ELs at all proficiency levels are enrolled in core academic programs with integrated English Language Development (ELD) that supports academic language growth within content areas. In addition, designated ELD provides specialized instruction tailored to students' language needs.

To support long-term success, reclassified ELs are monitored for a minimum of four years to ensure accurate placement and to identify any need for additional academic support. These actions are designed to ensure equitable access and academic progress for English Learners across all grade levels and learning pathways

Coversheet

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

Section: V. School Business
Item: E. Discuss and Vote on the Local Control Accountability Plan (LCAP) 2026-2027 Proposed Goals and Actions
Purpose: Vote
Submitted by:
Related Material: 2026-27 Board LCAP Report (1).pdf

LCFF Budget Overview for Parents

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

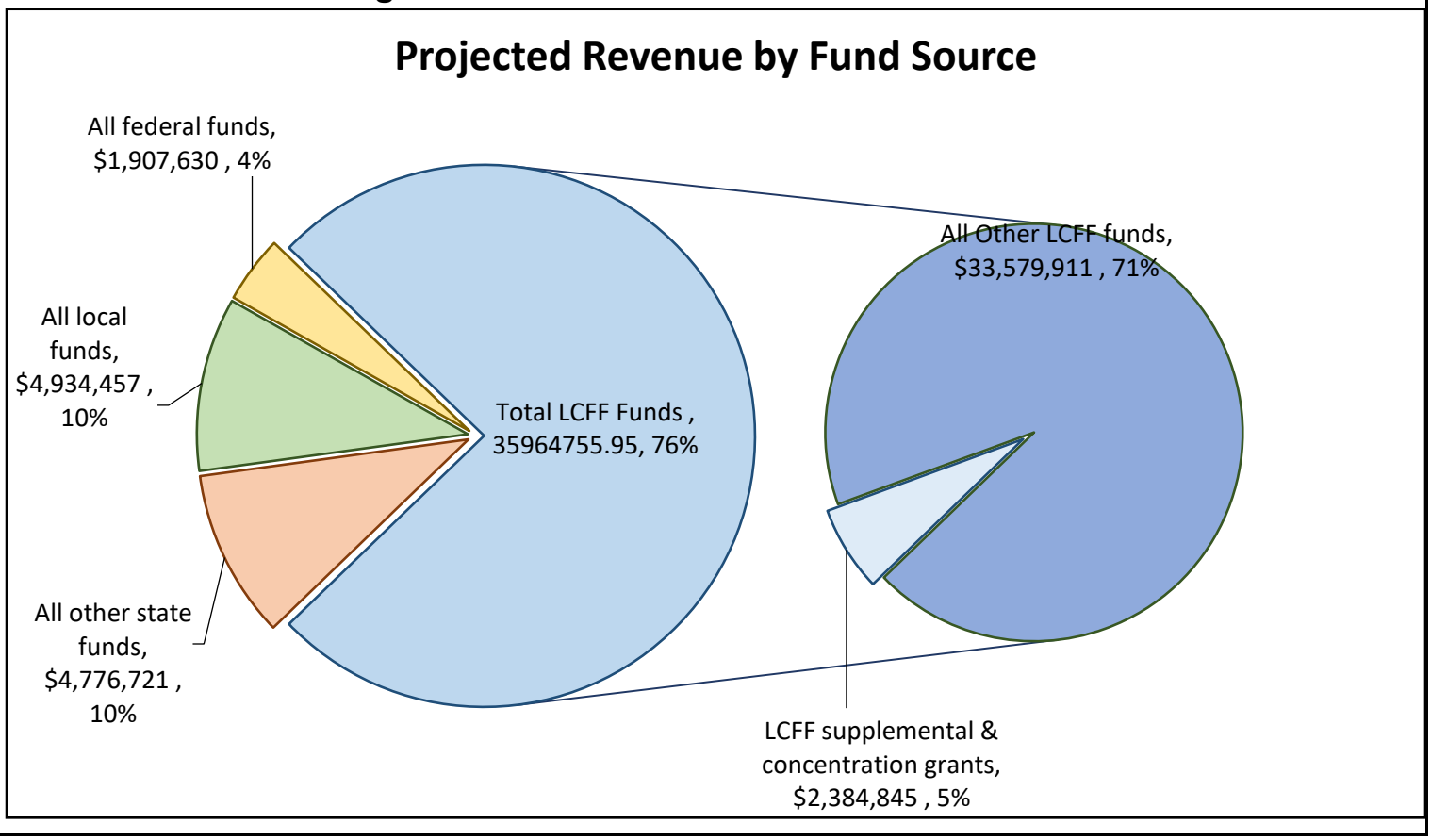
CDS Code: 1932623

School Year: 2026-2027

LEA contact information: David Hussey-Executive Director 818-595-7500

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

Budget Overview for the 2026-2027 School Year

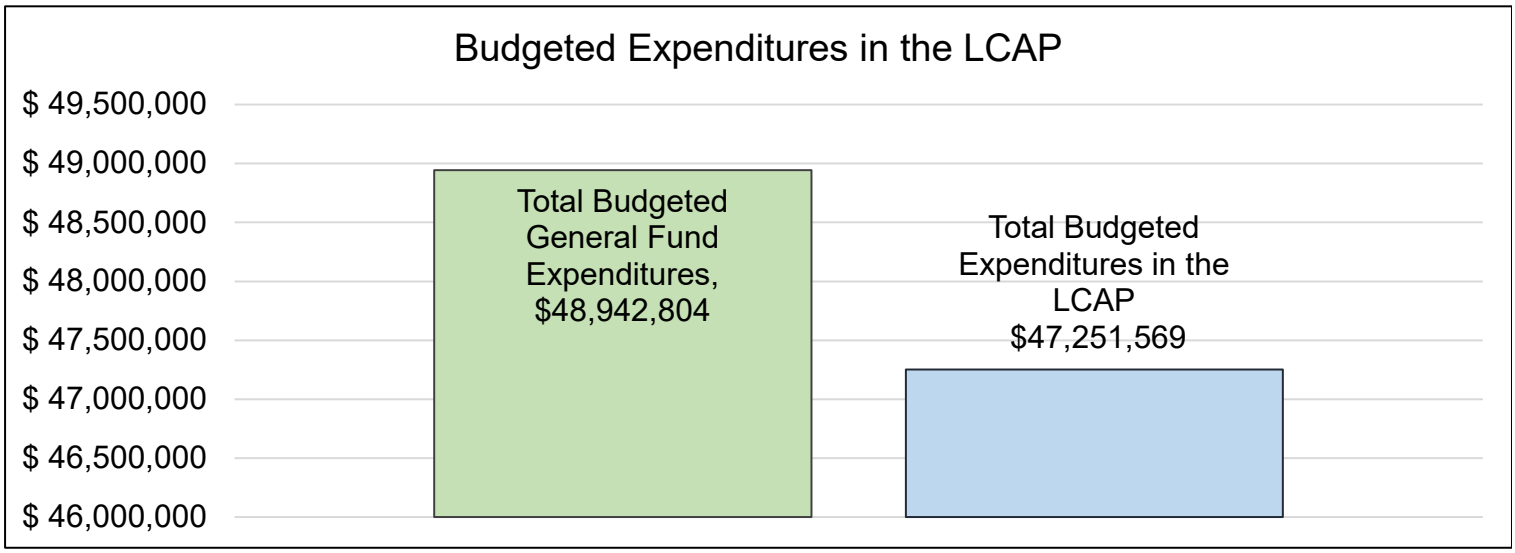


This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Camino Real Charter High School is $47,583,563.94, of which $35,964,755.95 is Local Control Funding Formula (LCFF), $4,776,720.52 is other state funds, $4,934,457.03 is local funds, and $1,907,630.44 is federal funds. Of the $35,964,755.95 in LCFF Funds, $2,384,845.26 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much El Camino Real Charter High School plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

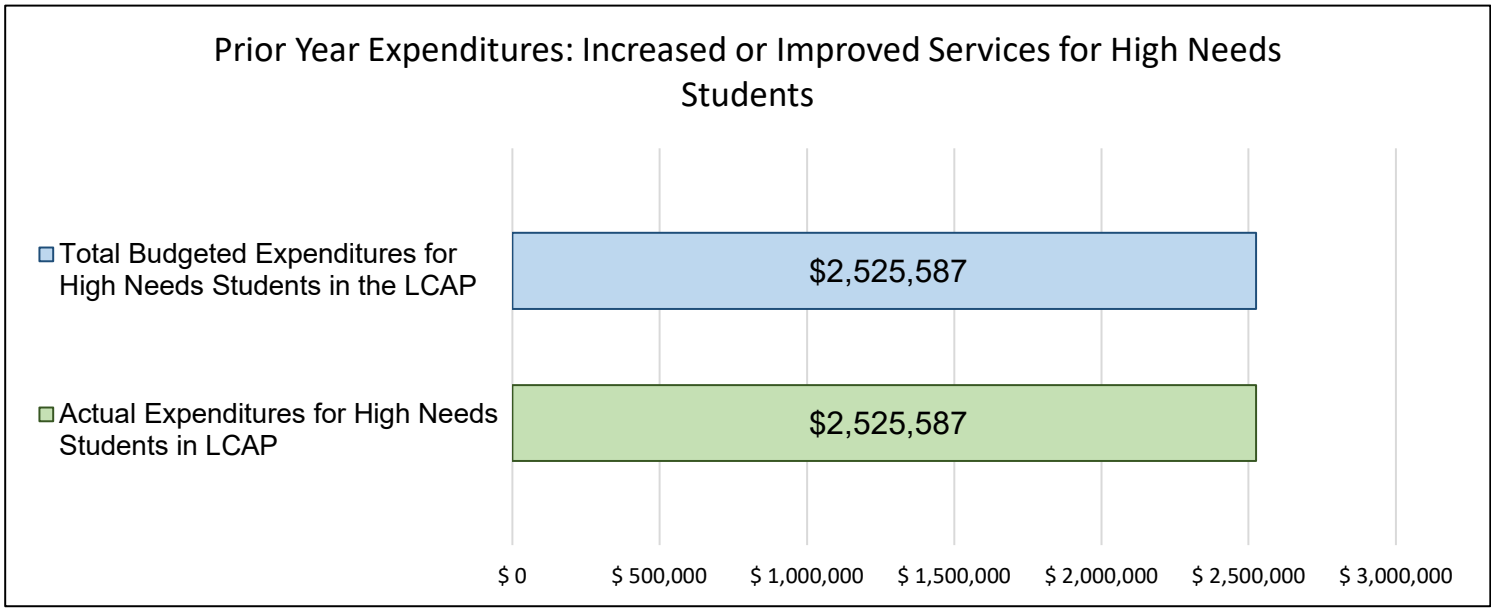
The text description of the above chart is as follows: El Camino Real Charter High School plans to spend $48,942,804.16 for the 2026-2027 school year. Of that amount, $47,251,569.00 is tied to actions/services in the LCAP and $1,691,235.16 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, El Camino Real Charter High School is projecting it will receive $2,384,845.26 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. El Camino Real Charter High School plans to spend $4,949,532.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, El Camino Real Charter High School's LCAP budgeted $2,525,587.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter High School actually spent $2,525,587.00 for actions to increase or improve services for high needs students in 2025-2026.

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	d.hussey@ecrchs.net f.delgado@ecrchs.net m.clark@ecrchs.net j.verduzco@ecrchs.net

Plan Summary 2026-2027

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:

Critical Thinkers who:	***Effective Communicators 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.	· 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:	***Socially Responsible Citizens who:***

· Achieve college education, career and individual goals. · Explore options and plan for success. · Persevere in the face of challenges. · Become informed, empowered decision makers. · Possess a sense of agency. · Exhibit professionalism in all endeavors.	· Demonstrate compassion, honesty, and respect. · Utilize technology appropriately. · Live sustainability. · Engage in the civic process for diverse thoughts. · Work toward a just society. · Connect local issues to global systems, creating positive change.

Reflections: Annual Performance

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

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.

<u>Dashboard Results ELA</u>

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 14, 2026 for public review and comment as well as at the June 25, 2026 Board Meeting for vote.

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

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

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

1, 2, 4, 7

An explanation of why the ELA has developed this goal.

Improving academic achievement, especially in subgroup populations, remains a priority at ECR. Research shows that providing equitable access to high-quality education is essential for 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	SY 22-23: All: 66.63% Asian: 70.15% Black/African American: 60% EL: 26% Filipino: 75.75% Hispanic or Latino: 59.17% Students with Disabilities: 31% Socially Disadvantaged: 43.71% Two or More Races: 72.73% White: 71.43%	SY 23-24: All: 60% Asian: 79% Black/African American: 61% EL: 0% Filipino: 71% Hispanic or Latino: 55% Students with Disabilities: 24% Socially Disadvantaged:56% Two or More Races:55% White:57%	SY 24-25: All: 63% Asian: 71% Black/African American: 61% EL: 27% Filipino: 87% Hispanic or Latino: 57% Students with Disabilities: 26% Socially Disadvantaged: 62% Two or More Races:75% White:59%	All: 75% or higher Asian: 76.02% Black/African American: 69% EL: 32.5% Filipino: 82.09 Hispanic or Latino:68.54% Students with Disabilities: 43.71 Socially Disadvantaged: 59.8% Two or More Races: 74.38 White: 73.98	All:-3.6% Asian: +.85% Black/African American: +1% EL: +1% Filipino: +11.25% Hispanic or Latino: - 2.17% Students with Disabilities: -5% Socially Disadvantaged: +18.29% Two or More Races: +2.27% White: -12.43%

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 2025-2026

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 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.

Actual expenditures for this action are estimated to be **below budget**. Several planned components were reduced or eliminated during the year due to budget constraints. The net result is estimated actual expenditures materially below the $260,000 budgeted amount, with unspent Title I funds to be accounted for in the carryover

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	The school will address areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth by: ● Providing Study Skill Classes for both general education and special education to focus on academic skills, time management, organizational skills, and SEL ● Purchase a research-based Study Skills Curriculum such as SOAR (or similar) to improve student achievement for our most vulnerable student populations ● Providing in-class tutoring to study skills students during study skills classes to develop academic growth ● Providing after school tutoring for academic content areas ● Supporting classes with Instructional Assistants (IAs) and paraprofessionals to provide academic support to students ● Staffing an intervention team to implement and evaluate student interventions and supports ● Staffing an unhoused and foster student liaison to provide academic and personal support for our foster and unhoused population, including essential materials, school supplies, housing information, resources, and monitoring ● Adequate out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators	$199,881.05	Yes

2	Targeted Intervention for EL Population	Targeted Intervention for EL population such as: ● Fund a EL coordinator to oversee the testing, reclassification, and monitoring of EL students ● Purchasing of instructional supplies and materials such as novels, curriculum, manipulatives, etc ● Professional development for ELD Coordinator and ELD Teacher/Assistant	$81,006.87	Yes
3	Professional Development	Educators will attend professional development opportunities: ● Focused on evidence-based instructional strategies, allowing the enhancement of teaching practices to better meet the diverse learning needs of students ● And teacher attendance will be monitored and feedback will be gathered to assess effectiveness in enhancing instructional practices related to ELA, Math, and Science. ● Teachers will attend subject area conferences such as CATE, CSTA, CMT, CMC, and CCSS.	$109,850.16	Yes

4	Data-Driven Instruction and Intervention	Ensure all educational partners have access to updated technology and data by: ● 1:1 Initiative continues to ensure all students and staff have a computer ● Ensure each classroom has a promethean board ● High speed internet for school ● Maintaining appropriate staffing to include - technology team ● 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. ● 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. ● Data team may purchase instructional supplies and materials for the facilitation of related PD Ensure student access and educator use of diagnostic tools, such as NWEA by: ● Purchasing assessment and testing contracts ● Offering professional development to educators on administering exams, exploring the data and results, and differentiating instruction based on results ● Designate time for testing all students in testing for MAP and testing 11th grade students in CAASPP	$654,112.56	Yes

5	Highly Qualified Teachers	The school will employ fully credentialed teachers in each department and ensure that each teacher is properly assigned. Highly qualified teachers will: ● Promote literacy across the curriculum, supporting students in developing critical thinking skills and comprehension abilities, essential for success in ELA, Math, and Science ● Ensure alignment to CCSS ● Ensure Instructional & Supplemental materials aligned to the Common Core State Standards ● Update Instructional & Supplemental Materials ECR will hire and retain a diverse teaching staff that promotes seeing the world through various lenses. This will include: ● Increasing recruitment efforts to hire underrepresented teachers and staff ● Prioritizing efforts on instructional equity	$23,875,258.06	No
6	Administrative Team	Staff a full administrative team to support the educators by: ● Providing instructional leadership ● Hiring qualified faculty and staff ● Developing and implementing systems for support ● Performing observations and providing evaluations and guidance	$1,382,265.11	No

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)	SY 22-23: All: 55% Asian: 76.3% Black/African American: 33.3% EL: 33.3% Filipino: 84.0% Hispanic or Latino: 44.7% Students with Disabilities: 19.5% Socially Disadvantaged: 52.8% Two or More Races: 64.3% White: 57.4%	SY 23-24: All: 53.4% Asian: 71.4% Black/African American: 50.0% EL: 31.0% Filipino: 63.3% Hispanic or Latino:45.0% Students with Disabilities: 21.1% Socially Disadvantaged: 48.6% Two or More Races:55.4% White:56.2%	SY 24-25: All: 51.3% Asian:75.0% Black/African American: 42% EL: 0% Filipino: 69% Hispanic or Latino: 48.3% Students with Disabilities: 23.3% Socially Disadvantaged: 49.4% Two or More Races: 39.3% White: 50.0%	All: 65% Asian: 86.3% Black/African American: 43.3% EL: 43.3% Filipino: 94.0% Hispanic or Latino: 54.7% Students with Disabilities: 29.5% Socially Disadvantaged: 63.8% Two or More Races: 74.3% White: 67.4%	All: -3.7% Asian: -1.3% Black/African American: +8.7% EL: -33.3% Filipino: -15% Hispanic or Latino: +3.6% Students with Disabilities: 3.8% Socially Disadvantaged: -3.4% Two or More Races: -25% White: -7%

3	% of students who graduate with a 2.0 or above (all and subgroups)	SY 22-23: All: 95.98 % Asian: 96.25% Black/African American: 96.66% EL: 85.18% Filipino: 98% Hispanic or Latino: 94.87% Students with Disabilities: 92.68% Socially Disadvantaged: 94.10% Two or More Races: 96.42% White: 97.04%	SY 23-24: All: 96.6% Asian: 95.7% Black/African American: 97.1% EL: 93.1% Filipino: 100% Hispanic or Latino: 94.1% Students with Disabilities: 94.6% Socially Disadvantaged: 95.8% Two or More Races:100% White:98.1%	SY 24-25 All: 96.3% Asian: 97.7% Black/African American: 95% EL: 85.7% Filipino: 93.5% Hispanic or Latino: 95.4% Students with Disabilities: 96.3% Socially Disadvantaged: 94.7% Two or More Races: 95.4% White:97.8%	All: 97% Asian:97% Black/African American: 97% EL: 90% Filipino: 98% Hispanic or Latino: 97% Students with Disabilities: 95% Socially Disadvantaged: 97% Two or More Races: 97% White: 98%	All: +.32% Asian: +1.45% Black/African American: -1.66% EL: +.52% Filipino: -4.5% Hispanic or Latino: -.53% Students with Disabilities: +2.72% Socially Disadvantaged: +.6% Two or More Races: -1.72% White: .76%

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: 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 2025-2026

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 date. 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	ECR will continue to develop and expand on CTE pathways by: ● Investing in the necessary equipment, materials, and trainings to create opportunities in Woodworking, Culinary Arts, Video Game Design, Media, and other potential pathways ● Build community partners to increase student opportunities for capstone projects	$290,109.33	No
2	Support A-G Completion and AP Test Pass Rate	Support A-G completion and AP test pass rate by: ● Implementing the targeted interventions outlined in goal 1 action 1 (repeated expenditure)	$0.00	N/A
3	Professional Development	Professional development will include: ● Meaningful, relevant, and up-to-date training regarding the college admissions landscape and/or career exploration to help teachers, counselors, and administrators understand post-secondary options	$109,850.16	Yes

4	Academic Counseling	Continue to staff academic counselors, with a counselor to student ratio of under 1:400 to ensure the following services can be effectively provided: ● Support the academic development of students and monitoring of course course completion, both for graduation and for pursuit of post-secondary plans, including A-G completion and career pathway ● Ensure equitable enrollment in honors, AP, and CTE pathways pathways ● Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy ● Facilitate interventions, conferences, SSPTs, and 504s as needed to provide tiered levels of support to ensure students can overcome barriers and be college and career ready 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: ● Before school hours from 8am-8:30am ● After school from 3:45pm-4:15pm ● Rotating counselor availability all summer ● All counselors available during welcome week in summer ● One counselor per week on Thursday from 4:15pm-6:15pm	$1,089,313.05	Yes

5	College and Career Counseling	Continue to staff 2 college and career counselors to ensure the following services can be effectively provided: ● Exploration of college and career through discussion, newsletters, workshops, and naviance training ● Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc. ● Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc. ● Assist students work college applications, write recommendation letters, and help students with concurrent and dual enrollment ● Coordinate AP testing ● Coordinate the PSAT, which will continue to be funded by the school for grades 9-11	$305,704.49	Yes
6	College and Career Readiness Program	Contract and utilize a college and career readiness program, such as Naviance, to: ● Help students identify their strengths, discover careers, and prepare for post secondary programs. ● Students have the opportunity to complete multi grade level tasks within the Naviance platform that support college awareness, eligibility and preparedness.	$42,254.25	No

7	Summer School and Credit Recovery	Offer a variety of summer school and credit recovery opportunities to all students, including: ● Summer school remedial classes, through which students can make up “D” and “F” grades ● Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework ● A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimating them to the high school environment and school expectations (new in summer 2024) ● Summer classes to increase skills, such as pre-algebra, summer bridge to support in ELA and Math, as well as AP Bridge to promote critical thinking skills ● An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses	$362,391.06	Yes
8	College Visits and Workshops	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.	$150,000	No

Goal 3

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

State Priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Number parents/guardians actively attending parent group meetings.	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.	SY 22-23 Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 3x per week. Twitter updated 2x per week.	SY 23-24 Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 5x per week. X (Twitter) updated 2x per week. TikTok updated 1x per month. Website updated upon request from teachers and staff.	SY 24-25: Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 5x per week. X (Twitter) updated 2x per week. TikTok updated 1x per month. Website updated upon request from teachers and staff	Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 5x per week. X (Twitter) updated 5x per week. TikTok updated 5x per week. Website updated upon request from teachers and staff and as needed by the marketing coordinator.	Newsletters - no change Instagram & Facebook - increase by 2x per week X (Twitter) - no change TikTok - no change Website - no change

Goal Analysis for 2025-2026

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.

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

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
1	Collaboration with Parent Groups & all ECR Families	Collaboration with parents through: ● Host more family night events and collaborative opportunities to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships. ● Parents are invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input ● A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly ● Provide informational videos and content (including potential costs, dates, expectations, timelines) to parents at the beginning of the year during Welcome Week, on the ECR website, in newsletters regarding Activities and Events as well as Graduation for transparency	$61,863.86	Yes
2	Attendance Notifications	Easy access to attendance updates through: ● Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff ● Creating a system for notifying parents and guardians of chronic absenteeism ● Streamlined attendance notifications and protocols for absenteeism ● Creating an automated notification system that sends an email and text message to parents when a student has missed 5 days of school (full or partial days)	$34,876.37	Yes

3	Home-School Communication	Increase home-school communication by: ● Contracting with Aeries for a student information system and Canvas for a learning management system ● Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation ● Create video tutorials on how to sign up and navigate Aeries and Canvas and post on the school website	$99,529.05	Yes
4	Marketing Initiatives	Fund a Marketing Coordinator to maintain: ● Marketing firm partnerships, social media campaigns, search engine optimization, weekly newsletter, website, and print media	$331,161.45	No
5	Welcome/Family Center	Remodel an office, including incorporating the necessary technology, to establish a Family Center to: ● Create a safe and welcoming space for families to get information and provide input ● Learn how to join parent groups, gather resources, make connections, and get involved in their student's education ● Get support in joining or navigating Aeries and/or Canvas or make appointments with school personnel	$0.00	No

Goal 4

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

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	SY 22-23: 92.87%	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 2025-2026

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.

The board approved an 18% salary increase over three years which includes AYs 24-25, 25-26, and 26-27.

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: ● Providing individual and group counseling to students ● Offering professional development to staff ● Managing the Wellness Center and Peer Counselor Program ● Providing classroom lessons on issues that impact mental health	$117,541.33	No

2	Maintain clean and safe facilities that are in good repair and well serviced	Ensure clean, safe facilities that are in good repair by: ● Adequate staffing of clerical staff to maintain and run all offices ● Ordering new functional classroom furniture and materials to support all student learning ● Providing active and effective supervision of all students throughout the school day with sufficient staffing of a security team ● All employees completing compliance trainings for best practices of safe schools, including childhood sexual assault prevention, making schools safe and inclusive for LGBTQ+ students, mandated reporter for child abuse and neglect, sexual harassment prevention, youth suicide awareness, prevention, and postvention, students experiencing homelessness awareness and understanding, and bloodborne pathogen exposure prevention ● Professional development and trainings on lockdown and active shooter procedures ● Maintain clean and safe facilities to support student safety and positive behavior by adequately staffing security officers, custodial staff, and partnering with LAUSD Police Department to maintain a school police officer	$751,8052	No

3	Continue to provide full-time school nurse, athletic trainer, and LVN	Continue to provide full-time school nurse, athletic trainer, and LVN to attend to physical health needs of students including: ● Administration of physician approved medications ● Providing first aid and emergency care to students who become injured or ill during school hours ● Providing health education to students on a variety of topics such as hygiene, nutrition, exercise, etc. ● Seeking and attending professional development activities to stay current with best practices in school nursing, healthcare trends, and relevant legislation ● Providing professional development to staff on health issues and caring for students with certain health issues and in emergency situations ● Referrals for glasses, hearing and other health needs ● Maintaining accurate and confidential health records of students	$345,629.85	No

4	Implement multi-tiered systems of support	Continue implementation of Multi-Tiered System of Supports (MTSS), including implementing PBIS, by: ● Staffing a PBIS coordinator ● Financing a contract for PBIS trainings (e.g, LACOE or another organization)7 ● Providing coverage for the PBIS team for training days and compensation for monthly after school and summer meetings ● Providing field trips, speakers, and outreach activities, including transportation, to increase student engagement ● Providing Incentives for PBIS program to promote positive student behavior ● Creating and maintaining a summer transition program for incoming 9th grade students to help with early identification of academic and social-emotional needs to provide appropriate intervention (repeated expenditure) ● Supporting the Wellness Center by purchasing items to create a safe, calming, and inclusive space ● Supporting the Wellness Center by purchasing items for student use (i.e., games, art supplies, fidgets, sand trays, etc.) ● Staffing at least two school deans (certificated staff) to support positive student behavior ● Continued development of systems for behavior, support, and intervention ● Partnering with Metro to provide a TAP card that will be free of charge to each student ● Funding the Shoup Campus, for students who need an alternative form of education through independent study ● Adequately fund the cafeteria, food & Wellness program, and cafeteria staff to promote good nutrition and improve health and learning ● 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	$7,518,051.51	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$238,4845.26	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.63%	0%	$0.00	6.63%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1;Action 1	Unduplicated Students often need targeted intervention and support due to a variety of life circumstances, barriers, and a lack of resources.	Providing tailored support to unduplicated students, including Study Skills classes with in-class tutoring, after school tutoring for academic content areas, teacher's assistants and paraprofessionals, staffing an intervention team, staffing an unhoused and foster student liaison , and providing out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators, will ensure that all students have access to the help and support they need for academic success.	• % Students Scoring Met or Exceeded on Math SBAC (all and subgroups) • % Students Scoring Met or Exceeded on ELA SBAC all and subgroups) • A-G completion rate (all and subgroups) • % of students who graduate with a 2.0 or above (all and subgroups)
Goal 1; Action 4	Students can benefit from teachers evaluating data from MAP and CASSP to review how unduplicated students are progressing academically. This data can help with class placement and intervention for these students.	Diagnostic tools, such as NWEA, are helpful to our unduplicated students to monitor their academic progress. This can be accomplished by purchasing assessment and testing contracts, staffing a testing coordinator, and offering professional development to educators on administering exams, analyzing data, and differentiating instruction.	• % Students Scoring Met or Exceeded on Math SBAC • % Students Scoring Met or Exceeded on ELA SBAC
Goal 2; Action 2	Targeted interventions are designed with unduplicated students in mind but can benefit other students as well. Unduplicated students may need more support due to unstable situations, language barriers, or unfamiliarity with requirements.	Supports that may be especially helpful to our unduplicated students to increase A-G completion and AP pass rate are access to intervention counselors, tutoring, para-professionals, and study skill classes.	• A-G Completion Rate • % of students enrolled in AP classes • AP pass rate: % of students who score a 3 or better on AP exam

Goal 2; Action 3	Provide Professional Development for our teachers to provide tools and resources to support our unduplicated students. Teachers can implement learned strategies with their ELL students in the classroom.	Professional Development specifically targeted to impact our, Foster, Unduplicated and EL students will help these students by providing teachers with strategies they can use to teach lessons geared towards the population. Specific strategies include but are not limited to evidence based research describing the diverse learning needs of students.	• Number of Professional Development Trainings for teachers focused on closing the achievement gap
Goal 2; Action 4	Unduplicated students need a variety of counseling services to achieve college and career readiness. These students may face a variety of challenges outside of school or lack certain resources.	School counselors are necessary for all students but keep vulnerable populations at the forefront of their minds when planning interventions or providing services. For example, there are extended hours offered and groups tailored to specific student populations. Counselors meet one-on-one with each student to review individualized graduation plans and to discuss post-secondary plans. These meetings allow counselors to ensure equitable enrollment in honors, AP, and CTE pathways pathways.	• A-G Completion Rate • % of students enrolled in AP classes • AP pass rate: % of students who score a 3 or better on AP exam
Goal 2; Action 5	Targeting College and Career Counseling for our unduplicated students helps our students	Unduplicated students benefit from college and career counseling in order to gain more knowledge and resources surrounding the college application process.Through workshops and, evening events and one on one counseling Students can learn more about options after high school.	• % prepared college and career indicator based on CA dashboard

Goal 2; Action 7	ECR Summer School programs can provide students opportunities to make up classes, and be A-G ready.	Summer school offers opportunities for both credit recovery and enrichment. Our summer schedule offers remedial classes through which students can make up “D” and “F” grades. Enrichment is offered to provide space in Fall schedules for more rigorous coursework. In addition to credit recovery and enrichment, our summer school hosts a transitional and bridge program for all incoming freshmen. The transitional program provides 9th graders with assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimates them to the high school environment and school expectations (new in summer 2024) The summer Bridge program offers support in ELA and Math, as well as AP Bridge classes.	• A-G completion rate (all and subgroups)
Goal 3; Action 1	All unduplicated students benefit from an increase in school to home communications as research indicates that students improve academically and socially when parents are involved.	Increasing collaboration with parents through family night events, School Site Council, LCAP, PAC, and parent groups will support all families, but will specifically address the needs of unduplicated students by providing multiple opportunities for parents to become more involved with school business and activities.	• Number parents/guardians actively attending parent group meetings
Goal 3; Action 2	Our data indicates that unduplicated students' attendance is low and leads to poor academic performance.	Providing easy access to attendance updates through text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff will support all families, but will specifically address the needs of unduplicated students by ensuring parents and guardians are notified of chronic absenteeism in different ways.	• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails. • Number of newsletters, social media posts, and website updates per month.

Goal 3; Action 3	Parents of unduplicated students often need support in utilizing school provided systems for attendance clearing and instructional communication such as Aeries and Canvas.	Increasing communication between the school and the home will support all families, but will specifically address the needs of unduplicated students by ensuring families are notified of students' attendance, assignments, grades, school events, and activities, while also providing avenues for two way communication between the school and the home.	• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails. • Number of newsletters, social media posts, and website updates per month.
Goal 3; Action 5	Easy access and a welcoming space for families of unduplicated students to learn and obtain resources creates a transparent environment where they feel safe.	Establishing a Family Center will support all families but will specifically address the needs of unduplicated students by offering a dedicated and safe place for guidance. Often families of unduplicated students need more direct assistance when obtaining resources. Having a designating location for families will allow a higher level of comfort when seeking support.	• Number parents/guardians actively attending parent group meetings • Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.
Goal 4; Action 2	Though attendance has been identified as a need in our school, there are specific needs for our unduplicated students. Many of these students have unique barriers such as language, home, family, and economic difficulties.	Onboarding a PSA counselor allocate dedicated attention for attendance from a trained professional who can devote time to create individualized student support plans. A PSA counselor conducts family visits, meets with students and families to identify underlying issues impacting attendance, and provides individualized support to keep students in school.	• Attendance Rate • Chronic Absenteeism Rate • Dropout Rate

Goal 4; Action 5	All students, including our unduplicated students, benefit from implementation of multi-tiered systems of support. Many of the supports listed in this section are tier one interventions, which are universal and provide benefit to all students. Tier 1 interventions are effective for about 80% of students and more targeted and intensive interventions are described in other sections. Unduplicated students often have several life factors that create unstable socio-emotional situations and it is a priority at ECRCHS to provide a safe and welcoming school environment.	Creating an equitable, positive, and safe learning environment is accomplished through multi-tiered systems of support. To tend to basic necessities of nutrition and transportation, students are offered two free meals per day and free transportation (a prepaid metro card). A welcoming environment is established through PBIS, through which school-wide behavioral expectations are set and educators are encouraged to reinforce positive behavior. Established routines and clear and consistent expectations promote equity.	• Attendance Rate • Chronic Absenteeism Rate • % of students with tardiness to periods 2-6 • Dropout Rate • Expulsion Rate • Suspension Rate

Limited Actions

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

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

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

[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

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 35,964,756	$ 2,384,845	6.631%	0.000%	6.631%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 34,779,795	$ 8,475,016	$ -	$ 1,259,858	$ 44,514,668.51	$ 30,458,569	$ 14,056,099

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Implement Targeted Intervention	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 199,881	$ -	$ -	$ -	$ -	$ 199,881	$ 199,881	0.000%
1	2	Targeted Intervention for EL Population	All	Yes	Limited	English learner (EL)	All Schools		$ 68,634	$ 12,373	$ -	$ -	$ -	$ 81,007	$ 81,007	0.000%
1	3	Professional Development	All	Yes	LEA-wide	English learner (EL)	All Schools		$ 109,850	$ -	$ 42,333	$ -	$ -	$ 67,517	$ 109,850	0.000%
1	4	Data Driven Instruction and Intervention	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		$ -	$ 654,113	$ 61,864	$ 592,249	$ -	$ -	$ 654,113	0.000%
1	5	Highly Qualified Teachers	All	No					$ 23,875,258	$ -	$ 20,496,224	$ 2,685,099		$ 693,936	$ 23,875,258	0.000%
1	6	Administrative Team	All	No					$ 1,382,265	$ -	$ 1,168,674	$ 213,592	$ -	$ -	$ 1,382,265	0.000%
2	1	Expand CTE Pathways	All	No					$ -	$ 290,109	$ -	$ 290,109	$ -	$ -	$ 290,109	0.000%
2	2	Support A-G Completion and AP Test Pass Rate	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Professional Development	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 109,850	$ -	$ 42,333	$ -		$ 67,517	$ 109,850	0.000%
2	4	Academic Counseling	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 1,089,313	$ -	$ 1,089,313	$ -	$ -	$ -	$ 1,089,313	0.000%
2	5	College and Career Counseling	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 305,704	$ -	$ 305,704	$ -	$ -	$ -	$ 305,704	0.000%
2	6	College and Career Readiness Program	All	No					$ -	$ 42,254	$ 42,254	$ -	$ -	$ -	$ 42,254	0.000%
2	7	Summer School and Credit Recovery	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 362,390	$ 92,300	$ 270,090	$ -	$ -	$ 362,390	0.000%
2	8	College Visits and Workshops	All	No						$ 150,000	$ -			$ 150,000	$ 150,000	0.000%
3	1	Collaboration with Parent Groups and all ECR Families	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 61,864	$ 61,864	$ -	$ -	$ -	$ 61,864	0.000%
3	2	Attendance Notifications	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 34,876	$ 34,876	$ -	$ -	$ -	$ 34,876	0.000%
3	3	Home-School Communication	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 99,529	$ 99,529	$ -	$ -	$ -	$ 99,529	0.000%

3	4	Marketing Initiatives	All	No					$ 127,011	$ 204,151	$ 331,161	$ -	$ -	$ -	$ 331,161	0.000%
3	5	Create a Welcome/Family Center	All	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	School-Based Therapy and Mental Health Supports	All	No					$ -	$ 117,541	$ -	$ 117,541	$ -	$ -	$ 117,541	0.000%
4	2	Maintain Clean and Safe Facilities	All	No					$ 2,023,990	$ 5,330,030	$ 7,354,020	$ -	$ -	$ -	$ 7,354,020	0.000%
4	3	School Nurse, Athletic Trainer, and LVN	All	No					$ 345,630	$ -	$ 345,630	$ -	$ -	$ -	$ 345,630	0.000%
4	4	Implement Multi-Tiered Systems of Support	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$ 821,182	$ 6,696,869	$ 3,211,715	$ 4,306,336	$ -	$ -	$ 7,518,052	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 35,964,756	$ 2,384,845	6.631%	0.000%	6.631%	$ 5,041,832	0.000%	14.019%	**Total:**	$ 5,041,832
								LEA-wide Total:	$ 5,041,832
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services
1	1	Implement Targeted Intervention	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ -	0.000%
1	2	Targeted Intervention for EL Population	Yes	Limited	English learner (EL)	All Schools	$ -	0.000%
1	3	Professional Development	Yes	LEA-wide	English learner (EL)	All Schools	$ 42,333	0.000%
1	4	Data Driven Instruction and Intervention	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$ 61,864	0.000%
1	5	Highly Qualified Teachers	No				$ -	0.000%
1	6	Administrative Team	No				$ -	0.000%
2	1	Expand CTE Pathways	No				$ -	0.000%
2	2	Support A-G Completion and AP Test Pass	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ -	0.000%
2	3	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 42,333	0.000%
2	4	Academic Counseling	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 1,089,313	0.000%
2	5	College and Career Counseling	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 305,704	0.000%
2	6	College and Career Readiness Program	No				$ -	0.000%
2	7	Summer School and Credit Recovery	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 92,300	0.000%
2	8	College Visits and Workshops	No				$ -	0.000%
3	1	Collaboration with Parent Groups and all EC	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 61,864	0.000%

3	2	Attendance Notifications	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 34,876	0.000%
3	3	Home-School Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 99,529	0.000%
3	4	Marketing Initiatives	No				$ -	0.000%
3	5	Create a Welcome/Family Center	No				$ -	0.000%
4	1	School-Based Therapy and Mental Health S	No				$ -	0.000%
4	2	Maintain Clean and Safe Facilities	No				$ -	0.000%
4	3	School Nurse, Athletic Trainer, and LVN	No				$ -	0.000%
4	4	Implement Multi-Tiered Systems of Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 3,211,715	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 43,799,938.00	$ 41,995,070.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement Targeted Intervention	Yes	$ 196,520	$ 179,145
1	2	Targeted Intervention for EL Population	Yes	$ 77,480	$ 75,681
1	3	Professional Development	Yes	$ 108,003	$ 97,007
1	4	Data-Driven Instruction and Intervention	Yes	$ 528,671	$ 2,022,870
1	5	Highly Qualified Teachers	No	$ 23,473,790	$ 21,083,887
1	6	Administrative Team	No	$ 1,359,022	$ 1,220,658
2	1	Expand CTE Pathways	No	$ 234,474	$ 239,903
2	2	Support A-G Completion and AP Test Pass Rate	Yes	$ -	$ -
2	3	Professional Development	Yes	$ 108,003	$ 97,007
2	4	Academic Counseling	Yes	$ 1,070,996	$ 967,256
2	5	College and Career Counseling	Yes	$ 300,564	$ 270,503
2	6	College and Career Readiness Program	No	$ 34,151	$ 30,674

2	7	Summer School and Credit Recovery	Yes	$ 292,894	$ 263,074
2	8	College Visits and Workshops	No	$ 150,000	$ 134,728
3	1	Collaboration with Parent Groups & all ECR Families	Yes	$ 50,000	$ 44,909
3	2	Attendance Notifications	Yes	$ 28,188	$ 25,318
3	3	Home-School Communication	Yes	$ 80,442	$ 72,252
3	4	Marketing Initiatives	No	$ 289,875	$ 268,234
3	5	Create a Welcome/Family Center	No	$ -	$ -
4	1	Maintain one school-based therapists	No	$ 95,000	$ 85,726
4	2	Maintain clean and safe facilities that are in good repair and well serviced	No	$ 8,762,087	$ 8,152,698
4	3	Continue to provide full-time school nurse, athletic trainer, and LVN	No	$ 339,818	$ 786,940
4	4	Implement multi-tiered systems of support	Yes	$ 6,219,960	$ 5,876,600
				$ -	$ -
				$ -	$ -

2026-2027 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,384,845	$ 5,041,832	$ 4,721,962	$ 319,870	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement Targeted Intervention	Yes	$ -	$ -	0.000%	
1	2	Targeted Intervention for EL Population	Yes	$ -		0.000%	
1	3	Professional Development	Yes	$ 42,333	$ 52,355.00	0.000%	0.000%
1	4	Data Driven Instruction and Intervention	Yes	$ 61,864	$ 73,856.00	0.000%	0.000%
1	5	Highly Qualified Teachers	No	$ -		0.000%	0.000%
1	6	Administrative Team	No	$ -		0.000%	0.000%
2	1	Expand CTE Pathways	No	$ -		0.000%	0.000%
2	2	Support A-G Completion and AP Test Pass Rate	Yes	$ -		0.000%	0.000%
2	3	Professional Development	Yes	$ 42,333	$ 46,525.00	0.000%	0.000%
2	4	Academic Counseling	Yes	$ 1,089,313	$ 967,256.00	0.000%	0.000%
2	5	College and Career Counseling	Yes	$ 305,704	$ 280,503.00	0.000%	0.000%
2	6	College and Career Readiness Program	No	$ -		0.000%	0.000%
2	7	Summer School and Credit Recovery	Yes	$ 92,300	$ 98,548.00	0.000%	0.000%
2	8	College Visits and Workshops	No	$ -		0.000%	0.000%
3	1	Collaboration with Parent Groups and all ECR Families	Yes	$ 61,864	$ 44,909.00	0.000%	0.000%
3	2	Attendance Notifications	Yes	$ 34,876	$ 25,318.00	0.000%	0.000%

3	3	Home-School Communication	Yes	$ 99,529	$ 103,544.00	0.000%	0.000%
3	4	Marketing Initiatives	No	$ -		0.000%	0.000%
3	5	Create a Welcome/Family Center	No	$ -	$ -	0.000%	0.000%
4	1	School-Based Therapy and Mental Health Supports	No	$ -		0.000%	0.000%
4	2	Maintain Clean and Safe Facilities	No	$ -		0.000%	0.000%
4	3	School Nurse, Athletic Trainer, and LVN	No	$ -		0.000%	0.000%
4	4	Implement Multi-Tiered Systems of Support	Yes	$ 3,211,715	$ 3,029,148.00	0.000%	0.000%

2026-2027 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$35,964,755.95	$ 2,384,845	0.000%	6.631%	$ 4,721,962	0.000%	13.129%	$0.00 - No Carryover	0.00% - No Carryover

Coversheet

Discussion and Vote on 2026-2027 Capital Improvements

Section: V. School Business
Item: H. Discussion and Vote on 2026-2027 Capital Improvements
Purpose: Vote
Submitted by:
Related Material: Capital_Improvement_Plan_Board_06-25-2026.pdf

Capital Improvement Plan

FY 2026–27 Active & Planned Capital Projects

Board of Trustees Meeting – June 25, 2026 | Discussion and Vote

Purpose

Staff present for Board discussion and vote the current slate of capital improvement projects across the campus, including associated fund sources, total project estimates, projected completion dates, and ongoing maintenance and warranty terms. This plan covers seven active or planned projects with a combined estimated investment of $14,569,062, funded through a combination of El Camino school-controlled funds (Operating and Kit Funding) and LAUSD-administered bond proceeds (Measure RR20 and Measure Q).

Project Summary

Project	Fund Source	Total Estimate	Projected Completion
Marquee Project & Corner Monument	El Camino (Operating)	$380,000	Aug 5, 2026
Gym Bleachers & Restroom ADA Compliance	LAUSD Bond Funds (Measure RR20)	$2,098,415	July 16, 2027
Landscaping Project – Faculty Parking Lot	El Camino (Operating)	$10,000	Sep 2026
Pipeline Project & HVAC System	LAUSD Bond Funds (Measure Q)	$11,500,647	April 2027
Stadium Bleachers – Phase 1 of 3	El Camino (Operating)	$200,000	May 2027
Stadium Score Board	El Camino (Operating)	$250,000	May 2027
Cafeteria Remodeling	El Camino – Kit Funding	$130,000	Aug 2027
TOTAL – ALL PROJECTS		**$14,569,062**	

Fiscal Impact – Funding by Source

Project	Fund Source	Amount
El Camino Funds (School-Controlled)		
Marquee Project & Corner Monument	El Camino – Operating	$380,000
Landscaping Project – Faculty Parking Lot	El Camino – Operating	$10,000
Stadium Bleachers – Phase 1 of 3	El Camino – Operating	$200,000
Stadium Score Board	El Camino – Operating	$250,000
Cafeteria Remodeling	El Camino – Kit Funding	$130,000
Subtotal – El Camino Funds		**$970,000**

Project	Fund Source	Amount
LAUSD Bond Funds (District-Administered)		
Gym Bleachers & Restroom ADA Compliance	Measure RR20	$2,098,415
Pipeline Project & HVAC System	Measure Q	$11,500,647
Subtotal – LAUSD Bond Funds		**$13,599,062**
TOTAL – ALL FUND SOURCES		**$14,569,062**

LAUSD Bond Funds (Measure RR20 and Measure Q) are voter-approved bond proceeds administered by LAUSD and carry no impact to El Camino's General Fund. El Camino Funds, including the Kit Funding allocation for the Cafeteria Remodel, are school-controlled funds drawn from operating and designated reserve balances.

Project Detail

1. Marquee Project & Corner Monument

- **Fund Source:** El Camino
- **Maintenance:** Potential power washing of signs
  - *Square Signs will provide a warranty*
- **Total Project Estimate:** $380,000
  - *Includes work from Square Signs, LAUSD M&O, LAUSD Oversight, and Inspection*
- **Projected Completion:** August 5, 2026

2. Gym Bleachers & Restroom ADA Compliance

Includes PA System in Gym, Fire Alarm System Upgrades in Gym, New Bleachers in Gym, and the Restroom Repair.

- **Fund Source:** LAUSD Bond Funds – Measure RR20
- **Maintenance:** Cleaning of bleachers; calls for replacements under warranty
  - *Warranty provided for the PA System, Fire Alarm System Upgrades, New Bleachers, and Restroom Repairs*
- **Total Project Estimate:** $2,098,415
  - *Inclusive of all costs – design, LAUSD oversight & inspection, and construction*
- **Projected Completion:** July 16, 2027

3. Landscaping Project – Faculty Parking Lot

- **Fund Source:** El Camino
- **Maintenance:** Semi-annual trimming and fertilizer application
- **Total Project Estimate:** $10,000
- **Projected Completion:** September 2026

4. Pipeline Project & HVAC System

- **Fund Source:** LAUSD Bond Funds – Measure Q
- **Maintenance:** Thermostat deficiencies (trouble calls to M&O); Albireo will perform repairs under warranty during the warranty period
  - *Warranty covers hydronic piping, thermostats, new EMS controls panel, and all installed work*
- **Total Project Estimate:** $11,500,647

- **Projected Completion:** April 2027

5. Stadium Bleachers – Maintenance Project (Phase 1 of 3)

- **Fund Source:** El Camino
- **Maintenance:** Power washing
  - *Warranty to be provided by installer*
- **Total Project Estimate (Phase 1):** $200,000
- **Projected Completion (Phase 1):** May 2027

6. Stadium Score Board

- **Fund Source:** El Camino
- **Maintenance:** Per vendor recommendation
- **Total Project Estimate:** $250,000
  - *Includes M&O, LAUSD Oversight, and Inspection*
- **Projected Completion:** May 2027

7. Cafeteria Remodeling

- **Fund Source:** El Camino – Kit Funding
- **Maintenance:** Monthly and semi-annual maintenance
- **Total Project Estimate:** $130,000
- **Projected Completion:** August 2027

Coversheet

Discussion and Vote on the 2026-2027 Technology Budget Proposal

Section: V. School Business
Item: I. Discussion and Vote on the 2026-2027 Technology Budget Proposal
Purpose: Vote
Submitted by:
Related Material: I. Software_License_Renewal_2026-2027.pdf

Software License Renewal 2026-2027

Instructional Software License

Name	Subitems	Renewal Date	Budget	2025-2026	2026-2027
Accelerate (Alt Ed/ISP)		2024-01-01	Department License	$35,000.00	$38,000.00
Adobe Creative Cloud		2024-06-30	Department License	$8,000.00	$8,400.00
ClassPolicy		2024-06-30	School Site License	$6,000.00	$6,000.00
Data Studio			School Site License	$3,690.00	$3,990.00
Digital Theatre+		2026-06-30	School Site License	$3,156.18	$3,156.18
Edpuzzle		2024-06-30	School Site License	$3,562.00	$5,629.00
Edulastic (Pear Assessment)		2024-06-30	Department License	$12,720.00	$13,740.00
GetMoreMath		2024-06-30	Department License	$20,550.00	$21,000.00
Gimkit		2024-06-30	School Site License	$1,000.00	$1,000.00
JSTOR		2024-06-30	School Site License	$1,560.00	$1,560.00
Kami		2024-06-30	School Site License	$10,050.00	$11,250.00
Lanschool (S6 Lab)			Department License	$245.00	$250.00
Mosyle (S6 Lab)			Department License	$270.00	$300.00
NoRedInk		2024-06-30	Department License	$10,945.00	$10,914.75
Pear Deck		2024-06-30	Department License	$1,200.00	$1,420.00
Respondus (Lockdown Browser)		2024-06-30	School Site License	$4,345.00	$4,545.00
Turnitin		2024-06-30	School Site License	$31,950.00	$40,771.82
				$154,243.18	$171,926.75

Administrative Software License

Name	Subitems	Renewal Date	Budget	2025-2026	2026-2027
Adobe Sign		2024-06-30	School Site License	$3,000.00	$3,500.00
Aeries		2024-06-30	School Site License	$27,347.00	$30,028.07
Canvas		2024-06-30	School Site License	$36,720.00	$40,416.00
Finalsite	Website, SMS	2027-07-31	School Site License	$15,850.00	$15,850.00
Parchment			School Site License	$0.00	$0.00
Vector Solutions (Teacher Evaluation)		2024-06-30	School Site License	$8,096.70	$8,100.00
Lastpass		2024-02-13	School Site License	$864.00	$864.00
MailChimp			School Site License	$5,100.00	$5,100.00
				$96,977.70	$103,858.07

Technology Software License

Name	Subitems	Renewal Date	Budget	2025-2026	2026-2027
AWS		2024-06-30	School Site License	$30,000.00	$30,000.00
Firebase		2024-06-30	School Site License	$3,600.00	$3,600.00
Lightspeed (Content Filter)		2027-06-30	School Site License	$16,362.50	$16,362.50
EcoBee			School Site License	$240.00	$240.00
Microsoft		2026-05-31	School Site License	$22,634.25	$22,813.29
Monday (Project Management Tool)		2024-05-13	Department License	$384.00	$456.00
Nylas		2024-06-30	School Site License	$6,000.00	$6,000.00
Splashtop			Department License	$1,793.28	$1,900.87
				$81,014.03	$81,372.66

Grand Total	$357,157.48

Coversheet

Discussion and Vote to Approve the 2026-2027 CDE Consolidated Application for Funding

Section: V. School Business
Item: J. Discussion and Vote to Approve the 2026-2027 CDE Consolidated Application for Funding
Purpose: Vote
Submitted by:
Related Material: 2026-27 CARS Spring Release (ECR 6.25.26).pdf

California Department of Education **Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Certified
Saved by: Roy Kim
Date: 5/11/2026 12:55 PM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Fernando Delgado
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	06/25/2026

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

California Department of Education **Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Draft
Saved by: Roy Kim
Date: 5/11/2026 12:56 PM

2026–27 Protected Prayer Certification

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

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Fernando Delgado
Authorized Representative's Title	Chief Business Official
Authorized Representative's Signature Date	06/25/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Draft
Saved by: Roy Kim
Date: 5/11/2026 12:56 PM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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

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

Returning Application

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

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/25/2026
Authorized Representative's Full Name	Fernando Delgado
Authorized Representative's Title	Chief Business Official

Warning
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California Department of Education **Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Draft
Saved by: Roy Kim
Date: 5/11/2026 12:57 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	No

District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

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

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

Warning
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California Department of Education **Consolidated Application**

El Camino Real Charter High (19 64733 1932623)

Status: Draft
Saved by: Roy Kim
Date: 5/11/2026 12:57 PM

2026–27 Substitute System for Time Accounting

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

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

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

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

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

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

Coversheet

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

Section: V. School Business
Item: K. Discuss and Vote on the Declaration of Need for an annual requirement of LEAs to obtain an emergency and limited assignment permit
Purpose: Vote
Submitted by:
Related Material: Agenda_Item_V_K - 26-27_DON.pdf

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: El Camino Real Charter High School District CDS Code: 64733 1932623

Name of County: Los Angeles County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Marissa Dominguez		Human Resources Specialist
Name	*Signature*	*Title*
818-595-7501	818-595-7538	
Fax Number	*Telephone Number*	*Date*

5440 Valley Circle Blvd. Woodland Hills, CA 91367
Mailing Address

m.dominguez@ecrchs.net
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	0
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
Resource Specialist	0
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	1
Special Education	0
TOTAL	1

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	0
Art	0	Music	0
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	0
English	0	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain._____

Does your agency participate in a Commission-approved college or university internship program? ( ) Yes (●) No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

Powered by BoardOnTrack

Coversheet

Discuss and Vote to approve CalSTRS Certification (Form 0765); Required Amendments to Articles of Incorporation and Bylaws

Section: V. School Business
Item: M. Discuss and Vote to approve CalSTRS Certification (Form 0765); Required Amendments to Articles of Incorporation and Bylaws
Purpose: Vote
Submitted by:
Related Material:
Agenda Item V.M 1- Certificate of Amendment of Articles of Incorporation (CalSTRS Dissolution) (4916-3707-9989.docx
Agenda Item V.M 2- By laws Amendment Article V Section 1 (CalSTRS Dissolution) (4915-8674-8341).docx
Agenda Item V.M-3 El Camino Real Alliance - Client Letter re CalSTRS Amendments (4914-8608-5045.pdf

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION
OF
EL CAMINO REAL ALLIANCE

The undersigned certify that:

1. They are the President and the Secretary, respectively, of El Camino Real Alliance, a California nonprofit public benefit corporation, with California Entity Number 3327864.

2. Article VI. of the Articles of Incorporation of the Corporation is amended to read as follows:

> Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____

_____
David Hussey, President

Date: _____

_____
Linda Ibach, Secretary

4916-3707-9989, v. 2

REDLINE REVISION
EL CAMINO REAL ALLIANCE
BYLAWS
Article V, Section 1 — Dedication of Assets

Instruction: Replace the existing text of Article V, Section 1 of the Bylaws of El Camino Real Alliance in its entirety with the revised text shown below. Red strikethrough indicates deletions; red underline indicates insertions. A clean version of the revised section follows on the next page.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. ~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).~~ Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

CLEAN VERSION
EL CAMINO REAL ALLIANCE
BYLAWS

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

4915-8674-8341, v. 3

LAW OFFICES OF YOUNG · MINNEY · CORR LLP

PAUL C. MINNEY ESQ.
FOUNDER/PARTNER ■ ATTORNEY AT LAW
pminney@ymclegal.com

JUNE 15, 2026

ATTORNEY/CLIENT PRIVILEGED, ATTORNEY WORK PRODUCT
PROTECTED CONFIDENTIAL COMMUNICATIONS

David Hussey, Chief Executive Officer
El Camino Real Alliance
5440 Valley Circle Boulevard
Woodland Hills, CA 91367

Re: CalSTRS Certification (Form 0765); Required Amendments to Articles of Incorporation and Bylaws

Dear David:

As outlined below, El Camino Real Alliance must amend its Articles of Incorporation and Governing Board Bylaws before the corporation's authorized officer may execute the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (Form 0765). We reviewed the corporation's Articles of Incorporation, Governing Board Bylaws, and 2021–2026 charter renewal petition against the CalSTRS dissolution and asset-distribution requirement. The Articles and the Bylaws must be corrected; the charter petition requires no amendment.

CalSTRS, relying on IRS Notice 2015-07, Section III.A, and Form 0765 subdivision (f), requires the governing documents of the nonprofit public benefit corporation to provide that, on dissolution or final liquidation, net assets will be distributed only to (i) another public school that meets the requirements of Section III.A of Notice 2015-07, or (ii) the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision. A clause that permits distribution to any organization exempt under Section 501(c)(3), or that fails to limit governmental recipients to California, does not satisfy that standard.

Articles of Incorporation. Article VI of the Articles of Incorporation, filed November 2, 2010 (Entity No. 3327864) and amended February 20, 2015 for the name change and statement of purposes only, directs the corporation's assets on dissolution to "a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code … or shall be distributed to the federal government, or to a state or local government, for a public purpose." That clause fails the CalSTRS standard: it permits distribution to any Section 501(c)(3) organization, and it permits distribution to the federal government or to any state or local government without limiting governmental recipients to California. To correct it, the Board will need to approve a Certificate of Amendment of Articles of Incorporation (enclosed), which we will file with the California Secretary of State. The draft recites approval by the Board of Directors only, consistent with the corporation having no members.

Bylaws. Article V, Section 1 ("Dedication of Assets") of the Governing Board Bylaws contains the same defect: it directs assets on dissolution to "a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3)," with no qualifying-public-school or California governmental-entity alternative. Because the Bylaws are adopted internally rather than filed with the Secretary of State, this defect is corrected by action of the Board approving the amended Bylaws. A redline showing the proposed change and a clean version for adoption are enclosed.

Charter petition: The 2021–2026 charter renewal petition provided requires no amendment. Its closure procedures (Element 15) provide that, where the corporation has no functions other than operating the charter school, "the corporation shall be dissolved according to its bylaws," and Element 11 contains a Section 414(d) savings clause directing that, on dissolution or final liquidation, the school will distribute its net assets in accordance with Section 414(d) and the governmental plan's requirements, notwithstanding any contrary provision. Because the petition defers corporate dissolution to the Bylaws, it incorporates the amended Bylaws by reference and is acceptable as written.

One procedural point bears noting. Some charter authorizers take the position that any change to a charter school's articles of incorporation or bylaws is a material revision of the charter under California Education Code section 47607, requiring authorizer approval before the amendment takes effect. We have good arguments that they are not a material revision: they are compelled by a state agency certification requirement, are limited to dissolution and asset-distribution language, and do not change the school's educational program, governance structure, or operations. We can assist in responding to the District if it takes a contrary position.

Action items. Please place the following on the agenda for the next regular meeting of the Board of Directors: (1) approval of the Certificate of Amendment of Articles of Incorporation; (2) adoption of the revised Article V, Section 1 of the Bylaws; and (3) approval and authorization for an officer to execute and submit the CalSTRS Certification (Form 0765). After the Board approves, please return the signed Certificate of Amendment to this office so we can file it with the Secretary of State. The Certificate must be signed by hand; the Secretary of State will not accept a digital or electronic signature, although a scanned copy of the wet-ink signature is acceptable for filing, so please do not use DocuSign or any other electronic-signature platform on the Certificate. The corporation's authorized officer should then execute the CalSTRS Certification (Form 0765) and submit it directly to CalSTRS by email at EmployerOrgMaint@CalSTRS.com.

Please let me know if you would like to discuss before the Board meeting or if you would prefer any wording adjustments to the enclosed drafts.

Very truly yours,
LAW OFFICES OF
YOUNG, MINNEY & CORR, LLP

PAUL C. MINNEY

Attachments:
1. Certificate of Amendment of Articles of Incorporation (draft for execution)
2. Bylaws Amendment, Article V, Section 1 (redline and clean)

4914-8608-5045, v. 2

Coversheet

Discuss and Vote on the inclusion of the Hate Speech Policy in the ECRCHS 2026-2027 Parent-Student Handbook

Section: V. School Business
Item: N. Discuss and Vote on the inclusion of the Hate Speech Policy in the ECRCHS 2026-2027 Parent-Student Handbook
Purpose: Vote
Submitted by:
Related Material: ECR Hate Speech Policy Draft.pdf

ECR

COMMITMENT AGAINST HATE

WE ARE COMMITTED TO CREATING A SAFE SPACE

WHAT IS HATE SPEECH?

Spreading **HATEFUL SPEECH** or **SYMBOLS** that hurt groups of people

Repeating **FALSE IDEAS,** such as claiming some groups of people are inferior

Taking **CRUEL ACTIONS** like bullying and harassment against groups of people

HATE SPEECH IS ABOUT **EXPLICIT CRUELTY** TOWARDS GROUPS OF PEOPLE, SUCH AS RACIAL OR ETHNIC SLURS, THREATS, HARASSMENT, VIOLENT AGITATORS, OR BULLYING.

#WEAREECR

ECR

TAKE A STANCE AGAINST HATE

WE ARE COMMITTED TO CREATING A SAFE SPACE

BEING AN UPSTANDER

INTERUPT THE BEHAVIOR

- Directly interrupt the behavior or get help from a trusted adult
- Call it out - "That's not appropriate"

EXPLAIN WHY IT'S HURTFUL

- Who it affects
- How it affects them

ASK QUESTIONS

- Why'd you say that?
- What do you mean by that?
- Can you explain your intention?

ECHO THE INTERRUPTIONS

Don't just interrupt at school, continue being an upstander in-person, in your home, and your community

ENDING HATE TAKES ALL OF US

#WEAREECR

ECR HATE SPEECH POLICY

WE ARE COMMITTED TO CREATING A SAFE SPACE

1 **<u>First Incident *</u> – Faculty/staff member addresses the issue individually with the student AND/OR refers the student to the Dean**

1. Dean informs parents/guardians
2. Dean reviews school policy with the student

2 **<u>Second Incident</u> - Dean's Office Alternative to Suspension**

1. Student signs a behavior contract
2. Dean informs parents/guardians

3 **<u>Third Incident</u> – Restorative Practices**

1. Consequences to be determined during the restorative conference
2. Possible consequences to be considered during RJC
   a. Acknowledgement of having hurt someone
   b. Community service
   c. Visit museum (e.g. Museum of Tolerance, California African American Museum)
   d. Other capacity-building opportunities (e.g. textbooks, films, reasearch-based articles)
   e. Write a reflection on how the student hurt the other person and how the student will do things differently in the future
   f. Participation in therapy sessions with PSW (individual/group)
   g. Community service

4 **<u>Fourth Incident</u> – School Suspension**

1. Conference with Parent, Dean/Administrative Director, Student, and others as needed
2. Will be placed on the NO-GO list for a period of time to be determined by the Administrator/Dean

5 **<u>Fifth Incident</u> – Review Placement at El Camino Real Charter High School**

1. Student placement at El Camino to be reviewed by Administrative Directors
2. Possible recommendation for expulsion

Egregious incidents, as determined by the Dean/Administrative Director, will be addressed accordingly and in alignment with the progressive disciplinary process at El Camino Real Charter High School

We encourage faculty and staff to address the issue with the student. Remind students that we foster diversity, inclusivity, and equality at El Camino Real Charter High School, and therefore, we do not tolerate any hate speech.* ***Please note that a referral to the Dean MUST be made even if the faculty/staff member addressed the issue directly with the student*

#WEAREECR

Coversheet

Discuss and Vote updates to the 2026-2027 Parent & Student Handbook

Section:	V. School Business
Item:	O. Discuss and Vote updates to the 2026-2027 Parent & Student Handbook
Purpose:	Vote
Submitted by:	
Related Material:	Graduation Requirements.pdf AR_Board_Presentation_062526.pptx

problem.

Graduation Requirements

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

Required Courses (Grades 9-12)

English (40 credits)

9th grade:	English 9AB
10th grade:	English 10AB
11th grade:	1 year of American Literature/Contemporary Composition or 1 year of A.P. English Language AB
12th grade:	1 year of A.P. English Literature AB or 1 semester of Expository Composition or Advanced Composition and 1 semester of an English elective

Social Studies (30 credits)

10th grade:	World History AB
11th grade:	U.S. History AB
12th grade:	1 semester of Government and 1 semester of Economics

Mathematics (~~20~~ 30 credits)
At minimum, students need to take Algebra 1AB and Geometry AB and be enrolled in a math class in their junior year (starting in the 2027-2028 school year.)

Laboratory Science (20 credits)
10 credits of Biological Science 10 credits of Physical Science

Physical Education (20 credits)
Students are required to take PE in 9th grade and must pass 4 semesters of PE in total.

Students must pass the State Fitness Exam or they will continue to be enrolled in PE until the exam is passed (note that passing the State Fitness Exam is not a requirement to graduate)

Visual and Performing Arts (10 credits)
Students must take a one year course in the visual or performing arts

Applied Technology (10 credits)
1 semester of computers 1 semester of another applied technology course

Health (5 credits)
1 semester of Health

Ethnic Studies (5 credits) – Beginning with the class of 2030
1 semester of Ethnic Studies

Personal Finance (5 Credits) – Beginning with the class of 2031

Electives (75 credits) – Class of 2027 and Class of 2028
65 credits – Class of 2029
60 credits – Class of 2030
55 credits – Class of 2031

A-G Requirements

"A-G" requirements are a sequence of high school courses that students must complete (with a grade of "C" or better) to be minimally eligible for admission to the University of California ("UC") and California State University ("CSU"). They represent the basic level of academic preparation that a high school student should achieve to undertake university work. All ECRCHS students will be automatically placed on the A-G path; ECRCHS encourages all students to remain on this path. However, if a parent/guardian elects to remove the student from the A-G path, the parent/guardian must come to the School, meet with a counselor, and affirm the election to remove the student from this path.

For the A-G path, please note the following:

- Minimum requirements needed to apply directly to a 4-year college after graduation.
- Completing requirements does NOT guarantee entrance to any college.
- Courses used to satisfy the "A-G" requirements in which the student earns "D" or "F" grades MUST be repeated with grades of "C" or better. In these cases, the second set of grades are used in calculating the grade point average for college admission (for ECRCHS grade point average, all grades are averaged including repeats). Each course in which a grade of "D" or "F" has been received may be repeated only once.
- If a student repeats a course used to satisfy the "A-G" requirements in which he or she originally earned a grade of "C" or higher, the repeated grade will not be used in calculating the grade point average.
- A student must complete eleven of the fifteen A-G requirements by the end of their junior year in order to be UC-eligible.
- For A-G Course Lists (search by high school), go to http://www.ucop.edu/agguide/; then click on the "A-G Course List" tab on the right side of the screen to search for classes.

A-G Category	Subject	Required Years
A	History/Social Science	2
B	English	4
C	Mathematics	3*
D	Laboratory Science	2*
E	Foreign Language	2*
F	Visual Performing Arts	1
G	College Preparatory Elective	1

Note: * indicates additional years are recommended

For a complete list of UC/CSU courses, go to: https://hs-articulation.ucop.edu/agcourselist

College Preparatory Course Offerings

EL CAMINO REAL CHARTER HIGH SCHOOL

Attendance Accountability Plan

Board Presentation

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

Board Meeting | June 2026

Purpose & Philosophy

El Camino Real Charter High School (ECR) believes that consistent attendance is essential to academic success, personal growth, and long-term outcomes. We recognize that high school students may face personal, academic, or family challenges that impact attendance, and we are committed to addressing those barriers collaboratively and compassionately.

Purpose & Philosophy

Our Attendance Accountability Plan establishes a clear, equitable, and legally compliant framework for monitoring, supporting, and — when necessary — enforcing student attendance.

This policy is organized around three core principles:

- Prevention and early outreach before problems escalate
- Structured intervention through the Student Attendance Review Team (SART)
- Accountability through clearly defined consequences when supports are not utilized

Purpose & Philosophy

Two formal accountability measures exist within this policy:

- The 18-Day Withdrawal/No Credit, which applies per class period regardless of excused or unexcused status
- The School Attendance Review Board (SARB) process, which applies to students with chronic unexcused absences (truancy)

Two re-engagement support programs designed to avoid or stop the removal process:

- Short-Term Independent Study (ST-IS), which applies to students absent less than 15 days
- Attendance Recovery (AR) Program, which applies to any student up to 10 excused full day absences

Legal Framework

This policy is established pursuant to:

- California's Compulsory Education Act (Ed Code §§48200–48325), which requires students to attend school regularly
- Ed Code §48260 et seq. governing truancy definitions and notification requirements
- Ed Code §60901(c)(1) defining chronic absenteeism (10%+ of enrolled days)
- UC/CSU seat-time expectations requiring meaningful instructional contact hours for credit
- SB 153/176 establishing the new Attendance Recovery (AR) program (effective 2025–26)

EL CAMINO REAL CHARTER HIGH SCHOOL

Student Attendance Review Team

SART

Board Meeting | June 2026

Student Attendance Review Team (SART)

The SART is ECR's internal team responsible for

- Monitoring attendance data,
- Identifying students in need of intervention,
- Conducting collaborative problem-solving meetings with students and families
- Coordinating school and community supports.

The goal of SART is never punitive — it is to understand root causes and remove barriers.

Student Attendance Review Team (SART)

SART Workflow

- Monitor chronic absence and truancy data to identify trends and set improvement goals
- Examine root causes of individual absences using data, observations, and direct inquiry
- Coordinate supports — school and community — for prevention and early intervention
- Conduct SART meetings at the 9-absence threshold and document outcomes
- Ensure students with chronic absences receive appropriate, consistent support
- Track student progress following interventions and report outcomes

EL CAMINO REAL CHARTER HIGH SCHOOL

Attendance Monitoring Workflow

All Period-by-Period Absences; Excused or Unexcused
All Day Truancy

Board Meeting | June 2026

Attendance Monitoring Workflow: Full Day Truancy

The following five-step process governs ECR's response to unexcused absences, illustrating automated and direct contact workflows.

STEP 1 3 Unexcused	STEP 2 6 Unexcused	STEP 3 9 Unexcused	STEP 4 12 Unexcused	STEP 5 18 Unexcused
Family communication (automated call/email)	Family communication (automated)	Family communication (automated)	Family communication (automated)	Family communication (automated)
Attendance Clerk: calls home, reports absences/patterns, inquires about barriers	Teacher: pulls student aside, builds relationship, makes referral if needed; connects with family member	Counselor: meets w/ student or calls home; informs of SART procedure; gathers background	Dean: calls student into office or calls home; warns of drop/fail & expulsion; explores AR options	Truancy Letter 4
Early Truancy Letter 1 (automated w/ clerical support)	Early Truancy Letter 1 Follow Thru (automated w/ clerical support)	Truancy Letter 2 (automated)	Truancy Letter 3 (automated)	SARB Hearing auto-scheduled
		SART Meeting: root cause analysis, supports, contract		Period Truancy: Counselor adjusts schedule per Withdrawal/No Credit Policy
				Full-Day Truancy: Dean/Admin meets re: expulsion

Attendance Monitoring Workflow: All Absences

The following five-step process governs ECR's response to excused or unexcused absences, illustrating automated and direct contact workflows.

STEP 1 3 Absences (any period)	STEP 2 6 Absences (any period)	STEP 3 9 Absences (any period)	STEP 4 12 Absences (any period)	STEP 5 18 Absences (any period)
Parent/Guardian receives a call	Parent/Guardian receives an email	Parent/Guardian receives an email	Parent/Guardian receives an email	Parent/Guardian receives an email
Attendance Clerk attempts connection with family	Teacher attempts connection with student and/or family	Counselor attempts connection with student and/or family	Dean attempts connection with student and/or family	Counselor attempts connection
			Attendance Recovery (AR) offered	Withdrawal/No Credit policy goes into effect — student dropped from course

EL CAMINO REAL CHARTER HIGH SCHOOL

Re-Engagement Supports

Short-Term Independent Study (ST-IS) Attendance Recovery Program

Board Meeting | June 2026

Short-Term Independent Study (ST-IS)

ST-IP allows students to maintain enrollment and earn attendance credit for planned absences of fewer than 15 consecutive days. It is available to students who complete a signed Master Agreement with their teacher, counselor, and parent/guardian before the absence begins.

ST-IP Key Requirements	
Eligibility	Student must request ST-IP in advance of the absence. Prior academic standing and attendance history are reviewed for eligibility.
Agreement	A signed Independent Study Master Agreement is required before Day 1 of the absence. Must be signed by parent/guardian, student, teacher, and administrator.
During Absence	Attendance is entered using a placeholder code in Aeries. Student remains enrolled — no withdrawal or transfer occurs.
After Return	Teacher certifies that work is complete, satisfactory, and submitted on time. Attendance Clerk converts placeholder to Independent Study Present. ADA is then claimable.
Non-Completion	If work is incomplete or unsatisfactory, attendance remains absent. ST-IP attendance is earned by completed work — not granted by paperwork.
Effect on Drop/Fail	Successfully completed ST-IP days do not count toward the 18-day Drop/Fail threshold, as the student has demonstrated active academic re-engagement.

Attendance Recovery (AR) Program

The AR program (authorized under SB 153/176, effective 2025–26) allows students to voluntarily recover up to 10 days of lost ADA by attending structured instructional sessions outside the regular school day. AR is a good-faith re-engagement tool that pauses or halts the removal process.

AR Program Details	
What AR Offers	After-school tutoring, Saturday academies, intersession/break instructional blocks, ELO-P aligned enrichment (9th graders), and senior-year graduation readiness sessions.
Eligibility	Voluntary; open to students with recorded absences. Maximum recovery is 10 days or the number of days missed, whichever is smaller.
Requirements	Sessions must be supervised, instructional, and documented. Qualified supervisors include credentialed teachers, counselors, administrators, pupil services staff, instructional aides, and LEA-hired tutors.
Not Permitted	AR cannot be supervised by campus aides, security, coaches without credentials, volunteers, or peer tutors.
Effect on ADA	Recovered days can be claimed for ADA funding. AR does not erase absences from transcripts — it only applies to ADA calculations.
Effect on Drop/Fail Process	Active AR participation is a good-faith effort and will be considered in Drop/Fail and SARB proceedings as evidence of student re-engagement.

EL CAMINO REAL CHARTER HIGH SCHOOL

Accountability Measures

18 Day Withdrawal/No Credit Policy
Student Attendance Review Board (SARB)

Board Meeting | June 2026

School Attendance Review Board (SARB)

The SARB is a formal hearing process reserved for students who are **habitually truant** and for whom all school-site interventions have been exhausted.

- SARB referral is a serious step and must be preceded by documented SART intervention efforts.

A complete SARB referral from ECR must include:

- Full attendance history
- All truancy notices issued (Letters 1–4)
- Documentation of parent contacts and conferences
- Records of all school-based interventions attempted
- SART meeting form with root cause analysis and signed attendance improvement plan

18 Day Withdrawal/No Credit Attendance Policy

ECR enforces an 18-Day Withdrawal/No Credit Attendance Rule to ensure students earn credit through sustained participation and instructional engagement.

- This rule is applied on a per-course basis.

Once a student accrues 18 absences in a single class during a semester:

- The student is dropped from the course
- A Withdrawal/No Credit is recorded on the student's transcript
- The student is not permitted to re-enter the course during that semester
- Credit must be recovered through summer school, adult school, or a future semester at ECR or an approved setting

18 Day Withdrawal/No Credit Attendance Policy

Absences That COUNT Toward the 18-Day Limit

- Unexcused absences
- Excused absences (illness, medical appointments, court, bereavement, family obligations)
- Excessive tardies converted to absences per ECR attendance procedures
- Early departures exceeding excessive tardies rule

Absences That Do NOT Count Toward Withdrawal/No Credit

- School-related activities (athletic competitions, field trips, academic events)
- Suspensions (excluded from Drop/Fail calculations)
- Tardies formally excused by school office personnel

18 Day Drop/Fail Attendance Policy

Student Placement After Withdrawal

Students removed from a course due to the 18-absence limit will be reassigned to one of the following during that instructional period:

- A Study Skills class, or
- The ECR FLEX Program, where applicable
- Independent Studies Program

BOARD ACTION REQUESTED

The Board of Directors is asked to adopt Board Policy ECR_AAP060126, establishing the Attendance Accountability Plan for El Camino Real Charter High School, effective for the 2026–27 school year and beyond.

Policy Number: ECR_ ECR_AAP060126

Effective: Upon adoption, July 1, 2026

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

Recommended Motion: "I move to adopt Board Policy ECR_ ECR_AAP060126**, Attendance Accountability."**