

**BOARD OF DIRECTORS
EL CAMINO REAL ALLIANCE**

**RESOLUTION
RE: MATERIAL REVISION NORTH CAMPUS PROPERTY**

The Board of Directors (“Board”) of El Camino Real Alliance (“ECRA”), a tax exempt, California nonprofit public benefit corporation doing business as El Camino Real Charter High School, does hereby adopt the following resolution regarding a material revision to its charter to allow for up to 300 students in its Independent Study program at the property located at 7401 Shoup Avenue, West Hills, CA 91307 (the “North Campus Property”).

WHEREAS, ECRA purchased the North Campus Property in or about November 17, 2015, specifically for the purpose of conducting its Independent Study program there; and

WHEREAS, ECRA must submit a material revision to the Los Angeles Unified School District (“LAUSD”) to allow for such use of the North Campus Property and the resultant increase in enrollment; and

WHEREAS, ECRA’s Board of Directors seeks to have a material revision submitted to the LAUSD to allow for use of the North Campus Property for ECRA’s Independent Study program for up to 300 students and to allow for a commensurate increase in enrollment.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution to have ECRA, through its Executive Director David Hussey, submit a request for material revision to LAUSD. A copy of the material revision request to be submitted is attached hereto as Exhibit A. The Executive Director is also authorized to otherwise act on behalf of ECRA with respect to the material revision application process.

BE IT FURTHER RESOLVED, that the Secretary of the Board hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 11th day of October, 2018.

By: _____
Beatriz Chen, Secretary

EXHIBIT A



EL CAMINO REAL CHARTER HIGH SCHOOL

A California Distinguished School

5440 Valley Circle Boulevard
Woodland Hills, California 91367
818.595.7500 TEL; 818.710.9023 FAX

www.ecrchs.net

SCOTT SILVERSTEIN
Board Chair

DAVID HUSSEY
Executive Director

October 11, 2018

VIA OVERNIGHT MAIL

José Cole-Gutiérrez, Director
Charter Schools Division
Los Angeles Unified School District
333 S. Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Re: El Camino Real Charter High School Request for Material Revision to Add Operations at the North Campus Property and to Increase Enrollment Capacity

Dear Mr. Cole-Gutiérrez:

On behalf of El Camino Real Charter High School (“ECRCHS” or the “Charter School”), I am writing to request a material revision of ECRCHS’s charter petition. This letter and the enclosed documents were prepared consistent with the Los Angeles Unified School District (“LAUSD” or the “District”) Charter Schools Division’s (“CSD”) Administrative Procedures for Charter School Authorizing (revised September 10, 2013) and Request for Material Revision Checklist (revised as of the same date).

RELEVANT BACKGROUND INFORMATION

On or about May 22, 2012, ECRCHS amended its charter through a fully-executed Amendment to Charter, to include an Alternative Education and Intervention Program. Subsequently, in September 2013, to meet the needs of those students who are unable to attend school in the traditional setting, ECRCHS started an Independent Study program.

Currently, the Independent Study program on ECRCHS’s main campus, located at 5440 Valley Circle Boulevard, Woodland Hills, CA 91367 (the “Main Campus”), serves approximately 100 students. We have endeavored to keep the program at this size due to space restrictions on the Main Campus. However, it is clear to ECRCHS, based on enrollment numbers included below, that there are more students in the Charter School and in the community, who would benefit from being enrolled in the program.

To meet this need, ECRCHS purchased certain real property located at 7401 Shoup Avenue, West Hills, California 91307 (the “North Campus Property”) on or about November 17,

The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students’ unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.



2015, for the specific purpose of housing its Independent Study program. The North Campus Property was previously utilized by a non-public school; thus, its facilities were well suited to convert for ECRCHS's use for Independent Study students.

On November 10, 2015, LAUSD's Board unanimously approved ECRCHS's charter renewal petition (the "Petition"). The Petition identified ECRCHS's Independent Study program, at length. (See Petition at pp. 98-100.)

On April 18, 2017, LAUSD approved ECRCHS's material revision to increase enrollment from 3,600 to 3,800 on the Main Campus. ECRCHS now seeks a material revision to allow for its Independent Study program for up to 300 students to be operated at the North Campus Property.

On May 5, 2017, ECRCHS's Executive Director met with LAUSD Board District 3 member Scott Schmerelson, and advised Mr. Schmerelson that ECRCHS would be submitting this material revision.

On May 10, 2017, ECRCHS Executive Director, Mr. David Hussey, communicated with Aida Tatirossian of LAUSD's Charter School Division and advised Ms. Tatirossian that ECRCHS would be submitting this material revision.

Current Request

ECRCHS seeks to operate at the North Campus Property, and to increase its enrollment capacity, to allow for an enrollment capacity of 3,800 students at the Main Campus (which it currently has, due to the LAUSD Board's approval of the material revision on April 18, 2017), and 300 independent study students at the North Campus Property, for a total of 4,100 students to be served by ECRCHS. The latter represents an expansion of the Charter School's Independent Study program, which is described below and which was set forth in detail in ECRCHS's charter renewal petition, which was unanimously approved by LAUSD's Board.

ANALYSIS AND DISCUSSION

The North Campus Property Independent Study program is a personalized college preparatory program for grades 9-12, designed to meet the needs of students who are unable to attend school in the traditional five days a week format. We know that every student is different. We work to create a customized learning environment that capitalizes on each student's strengths and interests, leaving behind a one-size fits all approach. Teachers and students will utilize technology to enhance learning, simultaneously allowing for more flexibility and personalization than a traditional classroom. Our personalized learning management system allows for students to work at their own pace through online modules to reach mastery and college readiness. Career Pathways are designed with community partners to foster post graduate interest and real-life experiences. Additionally, the facility was reimaged as a living lab to be utilized as a teaching



tool. In addition to its six traditional classrooms are three labs: one science lab, one flex lab, and one technology lab. Many of the structural and design elements of the physical space will be integrated into the curriculum: from the water fountain with a built in bottle filler and counter to demonstrate the number of plastic bottles saved, to a day lighting system to show the environmental, educational, and social benefits of solar power, to electric vehicle charging stations with data capable of being integrated into math and science classes, to the asphalt cuts to enable onsite retention of rainwater and prevent storm water runoff, the North Campus Property is designed as an example of sustainability. Through the use of the designated labs, students will learn and implement 21st century skills for college and career readiness.

According to the facility's current Conditional Use Permit, the site can serve 80 students per day and 50 students at any one time. The flexibility of the Independent Study program allows us to meet this guideline. This facility will serve students from 9th through 12th grade. Traditional age-based programming will not be the main consideration, as students from various grade levels may enroll in the same course. The amount of time each student spends on campus will vary based on a variety of factors. Along with the assigned day and time to meet with their Supervising Teacher, students may attend additional days or times on campus for one or more of the following activities:

- Performance evaluation
- Assessment
- Presentation
- Small and Large group instruction
- 1:1 instruction
- Science lab experiments
- Project development
- Career and / or college partnerships

The following charts demonstrate the growth of the Independent Study Program (which has been counted as a portion of ECRCHS's enrollment capacity; this material revision seeks to break out that program into its own enrollment capacity).

Independent Study Program

Year	Enrollment	12 th	11 th	10 th	9 th	4-year Grads	5-year Grads	6-year Grads
2014-15	105	56	30	15	4	38 (67.9%)	18 (32.1%)	0
2015-16	129	74	35	14	6	50 (67.6%)	22 (29.7%)	2 (2.7%)
2016-17	139	83	39	9	8	42 (50.6%)	29 (34.9%)	12 (14.5%)
2017-18	145	77	45	17	6	60 (78%)	3 (3.8%)	2 (2.6%)



On the 2016 and 2017 California Assessment of Student Performance and Progress, approximately 60% of ECRCHS students scored at the standard-met or standard-exceeded level in English Language Arts, and 45% (up from 37% in 2015) scored at those levels in math. With such excellent educational achievement already in place, the Charter School aspires to improve its graduation rate and to offer more college and vocational pathways to students, thus preparing all students for myriad options that are available after high school. The Charter School provides a strong and proven educational program for its students; it desires to offer that program to a larger student population through a curriculum and academic schedule that is personalized and flexible.

As stated on page 28 of our Charter:

Teachers at ECRCHS deliver rigorous instruction and high expectations through a “backwards design” model. The idea in backward design is to teach toward the “end point” or learning goals, which typically ensures that content remains focused and organized (Wiggins and McTighe, 2006). As teachers review student achievement data, they provide ample support to help students become highly competent learners. This use of formative assessment data plays a vital role in providing feedback to students and helping further their learning. “New technologies provide opportunities to increase feedback by allowing students, teachers, and content experts to interact both synchronously and asynchronously” (Bransford et al, 2000, p. 141). Tools like TurnItIn.com, Northwest Evaluation Association’s Measures of Academic Progress, and Canvas (our Learning Management System) allow our teachers to provide feedback to students that can help them to improve their writing and research skills. Feedback enables students to become self-motivated learners, responsible for their own actions and their own learning. The shorter the loop, the more quickly students can rectify mistakes and demonstrate mastery.

Equipped with a better understanding of how people learn and by utilizing current learning theories, educators at ECRCHS are able to create effective lessons, units and projects. Ongoing professional development on topics including constructivism, formative assessment, and close text analysis provides teachers with tools that enable students to become lifelong learners and effective self-advocates with a high degree of agency. Skills such as metacognition are increasingly important. Merely educating students in content knowledge without the skills of how to apply facts to novel situations will invariably set them up for failure. Learning how to deal with failure, and the lessons it instills, are invaluable experiences (Barber, 2013; DeWitt, 2012). Resilience, alternatively referred to as “grit” in a number of outlets, may be the greatest 21st century skill.

The North Campus Property encompasses the goals and instructional rigor of ECRCHS’s Charter. School wide and subgroup goals based on the state priorities such as the Local Control



Accountability Plan (LCAP), and Western Association for Schools and Colleges (WASC), are equally pursued on the North Campus Property.

The addition of this program has allowed ECRCHS to provide enhanced academic support services to at-risk students and improve their chances of completing high school. The Charter School now wishes to expand its offerings for Independent Study, based upon the demand from and needs of the students and the community. The new site, at 7401 Shoup Avenue, is a self-contained campus serving these students only. This campus will begin with the approximately 100 students currently enrolled independent study students.

All students enrolled at ECRCHS are welcome to join clubs, student activities and athletics. Independent Study students have the same advantages. Although these student-centered activities will occur at the Main Campus, student's schedules will be aligned to take advantage of all that ECRCHS has to offer the entire student body.

The North Campus Property is designed to meet the needs of students who choose Independent Studies. All enrolled students come voluntarily and must enroll according the ECRCHS policies and state guidelines. Space will be provided on the Main Campus for students who wish to leave this personalized program and return to the traditional classroom setting.

One of the major goals of the independent study program is for students to become college ready by taking challenging, A-G level courses. To support the college going culture that is part of El Camino Real Charter High School's Local Control Accountability Plan (LCAP) - Goal 2: "Solidify a clear school-wide identity in terms of College & Career Readiness" - the North Campus Property has a dedicated college corner with resources and materials for students to explore their options. In addition, meeting spaces have been designed for students to meet with business and community leaders to provide hands-on, real world learning experiences, also a significant focus of the overall school's LCAP, Goal 2, Action 7, "Partner with community businesses and organizations to provide internships, mentorships, field trips, and project-based learning." Availability of community members will serve as another factor when students schedule their days on site. Upon completion of a project, students may present their findings to a future employer, a potential solution to a local problem for a nonprofit focused on an issue relevant to the student's course of study, or their prototype for a reengineered wheelchair that provides users with added functionality.

Students enrolled in the Independent Study program at the North Campus Property will benefit from courses being offered at this location in a variety of ways. As noted, community partnerships, one of the Superintendent Beutner's major initiatives, will play a key role. The space is designed for meeting with professionals from the business community. El Camino Real Alliance has developed relationships with both the Valley Economic Alliance and the Warner Center-West Hills Chamber of Commerce. In addition, the West Hills Neighborhood Council has the right to hold its monthly meetings in the auditorium per the Conditional Use Permit. These types of partnerships, described in Goal 2, Action 7 of El Camino Real Charter High School's



LCAP provide guidance and vision for achieving this objective. Meeting spaces in the flexible learning environment, both inside and outside, will facilitate the types of partnerships envisioned in Goal 2, Action of the LCAP. In addition to typical classrooms mentioned previously, the Community Room is designed to allow for business members to meet with students and teachers to work on projects relevant to students' career goals. Each instructor at the facility will provide a focused learning program similar to a small learning community. The current plans are to have global issues, health and wellness, and sustainability cohorts led by specific educators. Students in these programs will have opportunities for related internships and career explorations within these fields. In addition, the facility itself serves as a teaching tool, helping concepts come to life and exposing students to fields such as landscape design, energy auditing and conservation, interior design, electrified transport, and sustainable design.

The program represents another option for the school and students in order to help them achieve their personal and academic goals in a personalized learning environment. With the advent of schools such as Fusion Academy and Halstrom Academy, it is more important than ever to provide students with a free, publicly funded option in a small group educational setting.

And, as stated above, space on the Main Campus for students who wish to leave this personalized program and return to the traditional classroom setting will be provided.

IDENTIFICATION AND DESCRIPTION OF CHANGES

ECRCHS's charter renewal petition, unanimously approved by LAUSD's Board on November 10, 2015, and revised pursuant to the material revision approved by LAUSD's Board on April 18, 2017, will be revised as follows:

General Information Table (page 3):

The number of students in the first year will be: <u>The proposed address or target community of Charter School is:</u>	3,600 5440 Valley Circle Boulevard, Woodland Hills, CA 91367 (" <u>Main Campus</u> ") <u>7401 Shoup Avenue, West Hills, California 91307 ("North Campus Property")</u>
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	3,600-4,100: <u>3,800 at the Main Campus; and 300 in the Independent Study Program at the North Campus Property</u>

Independent Study Program (page 19):

This program assists students who are unable to attend school in the traditional five days a week setting. It is designed for students with special interests and abilities, scheduling



problems or individual needs that cannot be accommodated in the traditional school. Students will not be placed in the Independent Study program unless they meet the criteria described herein, and have Charter School approval and the approval of the parent/guardian. Generally speaking, independent study students must have an innate drive in order to succeed in this type of program. Students will not be placed at the North Campus Property unless there is a desire by the student, their family, or it is in their best interested as determined by the staff and family. The Charter School will adhere to the legal requirements of Education Code Section 51745(c).

This program offers courses that meet the CSU/UC college A-G course requirements. Courses are offered online as well as on campus from NCLB qualified teachers. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn. Students who graduate from this program receive an ECRCHS diploma.

Enrollment Plan (page 22):

ECRCHS is currently authorized to serve 3,800 students in grades 9-12 in a site-based program, and plans to add ~~100-300~~ students to the Independent Study program (a ~~2-67.3~~% increase in enrollment). The following ~~projects enrollment with the assumption the increase to the Independent Study program will be approved~~ demonstrates proposed enrollment capacity increases to the Independent Study:

Enrollment Plan

Main Campus	2017-18	2018-19	2019-20	2020-21	2021-22
9 th grade	900	900	900	900	900
10 th grade	925	925	925	925	925
11 th grade	975	975	975	975	975
12 th grade	1,000	1,000	1,000	1,000	1,000
Total	3,800	3,800	3,800	3,800	3,800
<u>Independent Study (North Campus Property)</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<u>9th – 12th grade</u>		<u>150 100 are already included in above total</u>	<u>200</u>	<u>300</u>	<u>300</u>
<u>Grand Total</u>		<u>3,850</u>	<u>4,000</u>	<u>4,100</u>	<u>4,100</u>

October 11, 2018
Page 8



CONCLUSION

ECRCHS is eager to work with the District to address any questions or concerns regarding its charter petition material revision request. Please do not hesitate to contact me at your convenience.

Sincerely,

David Hussey
Executive Director