



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

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#### Date and Time

Thursday June 6, 2024 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

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#### SPECIAL BOARD MEETING

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

#### **ATTENTION:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**IMPORTANT NOTE REGARDING PUBLIC COMMENTS:**

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

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

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

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

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

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**Directors Present**

Brad Wright, Daniela Lopez-Vargas, Danielle Centman, Gregg Solkovits, Steven Kofahl

**Directors Absent**

None

**Guests Present**

Ryan Guinto

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**I. Opening Items**

- A. Call the Meeting to Order**
- B. Record Attendance and Guests**
- C. Pledge of Allegiance to the United States of America (USA)**

Board and audience did the pledge of allegiance.

#### **D. Public Comments**

1. Susan Mochirfratemi - Requested the board to recognize all of her years of experience being a teacher.
2. Robyn Lyon - Requested the board to consider that the stipend for Doctorate with teachers can be the same as the stipend for administrators. She said that she already requested it from UTLA but she also want to mention it to the board.

## **II. School Business**

### **A. Discussion and Review of the Local Control Accountability Plan (LCAP) Update 23-24 Goals and Actions**

Dr. Clark, Administrative Director, led the discussion on the LCAP Update 23-24 Goals and Actions

The document includes pages where each goal is reflected upon, detailing how it was carried out, any material differences in budgeted expenditure, and explanations of the outcomes and necessary changes:

**Goal 1: Dr. Clark** reviewed and reflected on the first goal: ensuring students demonstrate academic growth in ELA, Math, and Science. She noted that this goal remained unchanged from the previous.

She reported that all goals were implemented with fidelity, with no substantive differences in planned actions and actual implementation, although minor adjustments were noted. The actions taken led to improvements in ELA, Math, and Science. The data indicates that while the majority of efforts were successful, there is a need to focus more on specific subgroups, such as students with disabilities, the unduplicated population, African American, and Latino & Hispanic students. Most actions were effective, and the school will continue using research-based methods to further improve in these areas.

**Goal 2:** Dr. Clark reviewed Goal 2 which aimed to provide all students with a high-quality education through equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning. She noted that this goal was analyzed to see how effectively it was carried out.

There were 11 actions associated with this goal, all of which were implemented with fidelity, with no substantial differences between the planned actions and their actual implementation. The analysis showed that the specific actions taken were necessary for making progress. Dr. Clark noted that they are working towards rebranding their study skills classes to focus more on research-based strategies, including SEL.

**Goal 3:** Dr. Clark reviewed Goal 3, which had been merged with Goal 2. This goal focused on ensuring all students graduate college and career ready and aimed to

increase the graduation rates for unduplicated students, students with disabilities, Latinx students, and African American students.

There were nine actions associated with this goal, all of which were implemented with fidelity. In terms of effectiveness, significant strides were made towards achieving this goal. One notable achievement was the increase in pathways from three to four, providing more potential areas of interest for students to explore. Dr. Clark informed the board that, based on what was learned from this goal, there is a recommendation to revamp the summer bridge program in the near future.

**Goal 4:** The goal aimed to provide a safe, inclusive, and culturally competent learning environment through targeted efforts supporting students of color, students experiencing opportunity gaps, and LGBTQ+ students.

This goal was implemented as planned and with fidelity. Regarding effectiveness, the actions taken were effective, and progress is ongoing. It was determined that professional development (PD) needs to be more targeted and needs-based. Some teachers indicated that previous PDs weren't what was needed. Consequently, the focus will shift to addressing areas highlighted by the charter division or the WASC report, etc., to ensure PDs are more relevant and beneficial.

**Goal 5:** This goal aimed to ensure that all parents in the school community have increased, authentic, and safe opportunities to provide input through regular and effective two-way communication.

The analysis showed that this goal was implemented with fidelity and as planned. The actions taken were deemed effective, with a focus on enhancing transparency in school communication. Parents indicated improvements in communication, especially with the upgraded school website. Although some information is still occasionally hard to find, the overall feedback has been positive. The marketing coordinator will continue to explore ways to expand the school's presence in the community and further improve communication.

**Goal 6:** This goal focused on providing specific support and optimal equipment to address the social-emotional, mental health, and physical needs of all students. This goal was combined with another, as mentioned previously.

The analysis indicated that this goal was implemented effectively, with no substantial differences in the planned actions. The wellness center at El Camino was highlighted as a significant success, receiving positive feedback from parents, teachers, and students. It has become an essential part of the school's culture. However, issues remain with suspension, attendance, and dropout rates, which increased last year. Addressing these areas is ongoing, and there is a plan in place to target these issues. The tech office has been diligently working on developing a system to track attendance and related data to support these efforts.

**Mr. Wright** asked about maintenance, specifically mentioning the recurring cost of floor and equipment issues. He suggested that investing in better equipment for daily floor care could save money in the long run by reducing the need for professional refinishing annually.

**Mr. Hussey** clarified that such expenses wouldn't fall under LCAP, as LCAP funds are more instructionally based, whereas Mr. Wright's suggestion pertains to facilities.

**Mr. Wright** then inquired about the status of golf carts that were supposed to be acquired last year, asking if this was part of the LCAP. **Dr. Clark** responded that it was not. **Ms. Ilyas** added that while ensuring good and safe facilities is a requirement, items like golf carts and sports floor repairs wouldn't be addressed directly in the LCAP.

**Mr. Wright** pressed on, highlighting safety concerns, such as slippery floors causing injuries or faulty golf cart brakes causing accidents. **Ms. Ilyas** acknowledged these safety issues but reiterated that they wouldn't be directly addressed in the LCAP. Instead, such repairs and equipment maintenance would be part of the overall budget, as detailed in the budget overview for parents, which includes necessary expenses not covered by the LCAP.

**Goal 7:** Dr. Clark reviewed Goal 7, which was added later in the 2022-2023 school year and implemented as planned with fidelity.

## **B. Discussion on Local Control Accountability Plan (LCAP) 24-25 Proposed Goals and Actions**

Dr. Clark provided highlights, noting that the document is available in the Google drive and is not yet up for a vote.

She highlighted two successes: Math and English performance, both marked in the green on the California dashboard. However, she identified weaknesses in college and career readiness, which, despite being above the state average (48.6% compared to 43.9%), is still considered low.

Additionally, the suspension rate has increased by 1.1% from the previous year. Dr. Clark clarified that the school is not recognized as a California Distinguished School due to high suspension and dropout rates, despite strong test scores. The four factors considered for this designation are Math, English, suspension, and dropout rates.

**Mr. Wright** questioned why other schools with dropouts, like Birmingham and Granada in LAUSD, receive the distinction while El Camino does not?

**Dr. Clark** clarified that it is based on the rates being higher than the state average, and noted that the suspension and dropout rates had increased, which disqualified them. **Mr. Wright** expressed frustration, pointing out that maintaining discipline and ensuring a safe environment for students leads to negative repercussions from the state system.

**Dr. Clark** agreed, noting the punitive aspect of the situation.

**Mr. Solkovits** added that in smaller schools, even a few suspensions or dropouts can disproportionately impact the rates, criticizing the system for not accounting for the unique challenges of small schools and calling for an explanation to parents and a reevaluation of the criteria for the California Distinguished School designation.

**Goal 1:** It aims to provide all students with a high-quality education, equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning, specifically in LEA math and science. **Dr. Clark** highlighted the actions being taken to achieve this goal, which include:

- Addressing areas of need directly and providing tailored support to students requiring additional assistance for academic growth.
- Offering targeted intervention for the **EL (English Learner)** population.
- Sending teachers to professional development opportunities.
- Building a culture of data-driven instruction and reflection.
- Focusing on instructional equity.
- Ensuring all educational partners have access to updated technology and data.
- Maintaining a fully credentialed teaching staff and ensuring proper assignments.
- Staffing a full administrative team to support all educators.

**Goal 2:** Dr. Clark outlined Goal 2, which focuses on ensuring that all students graduate college and career ready, with an emphasis on increasing the graduation rates for students with disabilities, Latinx, English learners, African American students, needy youth and homeless youth. The actions being taken to achieve this goal include:

- Continuing to develop and expand CTE (Career and Technical Education) pathways.
- Providing opportunities for students to explore and expand their career pathways.
- Supporting A-G and AP test pass rates.
- Offering ongoing professional development for counselors and staff.
- Maintaining a counselor-to-student ratio of under 1:400 to ensure proper services.
- Contracting and utilizing college and career readiness programs.
- Continuing to offer summer school and credit recovery options for all students.
- Exploring the expansion of online schooling options, even during the regular school year, following the trend of many schools.

**Goal 3:** Goal 3, which focuses on ensuring that all parents and guardians in the school community have authentic and safe opportunities to provide input through regular, effective two-way communication for shared decision-making. The action steps for this goal include:

- Maintaining strong collaboration with parents.
- Ensuring easy access to attendance updates, addressing concerns raised by both parents and teachers.
- Increasing communication between homes and schools.
- Continuing **funding** for the marketing coordinator role.
- Remodeling an office space to serve as **a family working center**.

**Mr. Wright** raised the need for better press relations, emphasizing the importance of allowing the Board to focus on oversight rather than dealing with public relations issues.

**Dr. Clark** acknowledged that this issue was highlighted in surveys and reported by teachers, indicating a need for improvement in this area.

**Goal 4:** Dr. Clark outlined Goal 4, which is to provide a safe, inclusive, and equitable learning environment that meets the social, emotional, mental health, and physical needs

of all students through multi-tiered systems of support, targeted efforts for vulnerable student populations, and sufficient resources.

**Dr. Clark** concluded by summarizing that the LCAP is extensive and detailed. She invited questions now or within the next 48 hours, or by Monday, to ensure it can be finalized and approved at the next meeting.

**Mr. Wood** interjected to explain that one of the required documents, apart from the goal section, includes pie charts as part of the LCFF budget overview for parents. This overview provides stakeholders and the public with a clear picture of the school's funding sources. He highlighted that LCFF (Local Control Funding Formula) constitutes the largest part of the funding at 78%. Within the LCFF, the school receives a smaller portion: 33% for free and reduced meals, and an additional 5%, amounting to \$2.3 million, for needy youth.

**Mr. Wright** asked Dr. Clark for clarification regarding the school nurse. **Dr. Clark** responded that they will provide a full-time school nurse, an athletic trainer, and an LVN.

**Mr. Wright** then inquired about the equipment for the athletic trainer, noting the absence of an ice machine, which is crucial for treating injuries sustained during athletic events. He emphasized the importance of having proper equipment and asked Dr. Clark to add an ice machine to the list of needs. Dr. Clark agreed to do so.

Mr. Wright also mentioned the issue of trash cans being an eyesore and causing unpleasant odors near the gym, suggesting they be moved closer to the fence to avoid obstructing walkways and also away from the classrooms to avoid causing infestation problems. **Dr. Clark** agreed to find a better location for the trash cans.

**A Board** member pointed out a possible typo in Goal 1's measuring and reporting results for the year 24-25, where the percentage for socioeconomically disadvantaged students meeting or exceeding the ELA aspect was shown as decreasing, instead of increasing as intended.

**Mr. Wright** then addressed Mr. Kofahl's concern about trash collection, suggesting that increasing the frequency of trash pickups could reduce mess and rodent problems, noting that he initially thought the school was paying for trash, and was considering budget adjustments accordingly. He also suggested more frequent collections to solve the excess trash problem.

Went to close session at 6:19PM

### III. Closing Items

#### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:12 PM.

Respectfully Submitted,  
Ryan Guinto