APPROVED

El Camino Real Charter High School

Minutes

Regular Board meeting

March 24, 2025 Regular Board Meeting

Date and Time
Monday March 24, 2025 at 5:30 PM

Location
El Camino Real Charter High School - North Campus

7401 Shoup Ave. West Hills CA 91307

Meeting can also be seen and heard at:

Media Center - 5440 Valley Circle Woodland Hills CA 91367

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, Ronald Laws, Sebastian Winter, Steven Kofahl

Directors Absent
None

Guests Present
David Hussey, Gregory Wood, Minita Clark, Ryan Guinto

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Monday Mar 24, 2025 at 5:34 PM.

B. Record Attendance and Guests

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

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

D.

Public Comments

E. Executive Director Update

Mr. David Hussey provided the Executive Director's update:

1. Academic Achievements:

- Congratulations to Academic Decathlon Team:
  The team is a three-peat champion and will be competing in nationals in Des Moines, Iowa in early May.
  Team members: Darren, Brendan, Luna, Yashtagal, Signal, Ashley, Anak, Sarah, Zuhair, Bahar, Sejan, Emily, Leanne.
  Coaches: Ms. Evans, Mr. Dolce, Mr. Jones, and Ms. Franklin.
  Acknowledgment of past teachers from elementary, middle, and high school who contributed to the team's success.

2. Drama Department Achievement:

- "Between the Lines" Play:
  Drama students, led by Ms. Hudson, are performing this play.
  Four shows have already been held, with three more performances this week (Thursday, Friday, Saturday at 7pm). Invitation to attend and support the students.

3. Charter Renewal Update:

- Performance Categories: El Camino has reached a high-performing level according to the charter schools division in the Department of Education. This status increases the school’s chances of receiving a five to seven-year charter renewal in the future.

4. Upcoming Testing Schedule:

- Testing Period:
  Math: April 7 (Monday)
  Science: April 8 (Tuesday)
  English (ELA): April 1–11 (Tuesday to Friday)
- Teachers have been introducing SBAC-style questions in their curriculum to help improve test scores.

5. Fiscal Update & Changes in Education Policy:

- Department of Education Changes:
  Under new leadership in the White House, there have been significant changes and executive orders affecting education policies. California has issued new guidance for schools to follow, but enforcement mechanisms, especially regarding

Title VI compliance, are still under federal regulations. California's Department of Education will continue to fight for enforcement in these areas.

6. Athletic Achievements:

- Winter Sports: Hawaii Soccer Team: Won the CIF City Section Championship.
  Girls Basketball Team: Made it to the state regional finals but fell short.
  Spring Sports: Spring sports have started.

This update covers academic, extracurricular, fiscal, and athletic accomplishments and activities at El Camino.

F. Chief Business Officer Update

G. Board Chair Update

Mr. Brad Wright expressed his pride in the individuals standing up for what they believe in, highlighting the collective effort to ensure the school's survival. He acknowledged the uncertainty surrounding the Department of Education's future and the potential challenges related to cost-of-living adjustments. Despite these uncertainties, he emphasized the board's commitment to finding ways to support teachers in a more positive manner moving forward.

II. Consent

A. Approve Minutes of March 4, 2025, Special Board Meeting

Sebastian Winter made a motion to approve the minutes from Special Board Meeting on 03-04-25.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Alexandra Ramirez	Aye
Ronald Laws	Aye
Sebastian Winter	Aye
Brad Wright	Aye
Steven Kofahl	Aye

B. Approve Minutes of February 27, 2025 Regular Board meeting

Sebastian Winter made a motion to approve the minutes from Regular Board meeting on 02-27-25.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Brad Wright	Aye

Roll Call	
Alexandra Ramirez	Aye
Ronald Laws	Aye
Sebastian Winter	Aye
Steven Kofahl	Aye

III. Finance

A. February 2025 Investment Update

Mr. Gregory Wood provided the February 2025 Investment update as follows:

1. Investment Performance (February 2025):

- Investments were slightly up in February, following the positive performance of the stock market. As of the end of February, the OPEB account (Other Post-Employment Benefits) stood at $32.3 million. This represented a 1% increase from January, and a 4.8% to 5.6% investment gain year-to-date.

2. Year-to-Date Investment Overview:

- Started the year at $30.8 million. Payments made to retirees amounted to $318,000. Investments gained $1.8 million.

3. March Performance (Initial Trends):

- In March, the investments were down slightly by about 2%. This decline was attributed to broader market reactions to global news and tariff concerns.

4. General Investments:

- The school’s general investments were valued at $7.9 million by the end of February. These investments were up by 1% from the previous month.

B. February 2025 Financial Update

Mr. Gregory Wood provided the February 2025 Financial update as follows:

1. ASB and Trust Accounts:

- Boys Volleyball had a negative balance of $1,700; this was resolved after they deposited $2,000, bringing their account into the black.
- Minor negative balances were noted in other smaller student accounts, including Girls Club and Cultural Clubaccounts. Discussions are being held to close or absorb these balances, depending on account activity.

- Class of 2025 absorbed the balance from Class of 2024 after the latter's graduation and closure of their account.

2. ADA (Average Daily Attendance) Report:

- Month Seven (through the beginning of March) shows 2,820 students enrolled, which is down by 234 students compared to last year's 3,098 students, a 7% decrease.
- Attendance for the month was 93.7%, significantly better than the previous month (affected by the strike) at 78.8%.
- Cumulative ADA stands at 2,887, which is 25 students below the budgeted target of 2,912.
- Enrollment drop is most noticeable in the 11th and 12th grades, with current enrollment numbers in the mid to upper 600s, compared to past years' levels in the 700s and 800s.
- This enrollment decline is leading to a $2.8 million reduction in revenue for the current year.

3. Fiscal Considerations & State Funding Updates:

- State executive orders are affecting the funding outlook, with a commitment to continue funding for Title I and Special Education (IDEA) programs.
- There is uncertainty regarding continued federal funding for cafeteria programs. Awaiting further details on this matter.
- The Universal Meals Program has provided free meals to all students, regardless of eligibility, but this could be impacted if federal funding is reduced. Awaiting more state-specific guidance.
- The school board will decide whether to continue the Universal Meals Program based on the availability of state funding once more information is received. The program has been **fortunate** to receive funding in the last two years, but the board has the option to proceed independently of federal funding if needed.
- Federal funding for schools is uncertain, with potential cuts to specific programs. Schools are advised to assume continued funding for now but are being kept on alert.

4. Future Planning:

- The financial outlook is influenced by both enrollment declines and uncertain federal and state funding, requiring careful planning to ensure sustainability.

Mr. Kofahl added the Food Service Recognition:

- Acknowledgment of the food service provider for successfully serving 3,400 students in just 20 minutes despite declining enrollment.
- Mr. Wright expressed gratitude for the cafeteria staff, particularly Susan and her team, for their dedication.

- Praised their positive connection with students, creating a welcoming atmosphere.
- Recognized the quality of food and the kindness shown to both staff and students.
- Encouraged continued positive efforts and highlighted the important role of the food service team in fostering a supportive environment.

C. Discuss and Vote on the February 2025 Check Registers

Mr. Gregory Wood discussed the February 2025 Check Registers:

The check registers show all checks issued for the month, detailing each transaction.

- Fundraising Account: Two checks were issued in February from the fundraising account. These funds are not restricted in nature.
- Detailed Check Register: The report starts with check number 20462. The total amount for all checks issued in February is slightly over $1 million. The check register spans four pages, with each check detailed for transparency.

- General Account Overview: The general account primarily manages funds for payroll and typical operational expenditures. Disbursements are made through ACH (electronic payments).
- Common monthly expenditures include: Healthcare payments, Contributions to 403(b) plans, Payroll deductions
- Total for payroll deductions: $389,000.

- ASB (Associated Student Body) Account Overview: The ASB account also follows a similar format, listing: Payee, Check number, Date issued. Description of the payment (e.g., for specific teams or programs), Amount of the check
- Total checks issued in February: $74,000.

The check register is presented in a one-page document.
The presentation concluded with an invitation for any questions regarding the check registers.
Sebastian Winter made a motion to Approve the February 2025 Check Registers.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Steven Kofahl	Aye
Alexandra Ramirez	Aye
Brad Wright	Aye
Ronald Laws	Aye
Sebastian Winter	Aye

D. Discuss and Vote on the February 2025, Credit Card Charges

Mr. Gregory Wood discussed the February 2025 Credit Card Charges:

- Two documents provided: one showing credit card statements, the other detailing charges. **Mr. Hussey**: $4,923.20 in charges for various expenses, including restricted CTE funds. **Mr. Wood**: $16,731.91 in charges for the billing period, with charges categorized by vendor and type of fund (e.g., restricted or unrestricted).
- Charges tracked through the school's financial systems (ERP or NetSuite).

Sebastian Winter made a motion to Approve the February 2025, Credit Card Charges.
Ronald Laws seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Brad Wright	Aye
Steven Kofahl	Aye
Alexandra Ramirez	Aye
Ronald Laws	Aye
Sebastian Winter	Aye

E. Discussion and Vote the 2024-2025 Second Interim Report

Mr. Gregory Wood discussed the 2024-2025 Second Interim Report as follows:

- **Purpose**: The second interim report reflects actual financial data through January and provides updated projections for the full year.

1. Revenue and Expenditure Summaries:

- **Adopted Budget**: Initial projections made in June 2024.
- **Second Interim**: Based on actuals through January, includes any board-approved changes or adjustments.
- **Comparisons**: Shows the difference between adopted budget, first interim (October), and second interim projections.

2. Revenue Sources:

- **LCFF (Local Control Funding Formula)**: $35.9 million (heavily driven by Average Daily Attendance, or ADA). **Federal Sources**: $2.5 million (includes Special Ed, Title I, food service funding). **Other State Revenue**: $3.1 million. **Other Local Revenue**: $6 million.
- **Total Revenue**: $47.7 million.

3. Changes in Revenue (Second Interim):

- **New COVID Funding**: $372,000. **Mandated Cost Reimbursement**: $12,000 increase. **CTE Funding**: $217,000 (for Career and Technical Education programs such as culinary and woodshop). **Foreign Exchange Tuition**: $250,000 increase.

Dividends (OPEB): $700,000 increase. **ASB Revenue**: $120,000 increase, reflecting higher student store and fundraising activities.

4. Expenditures:

- **Total Expenditures**: $48.8 million, including certificated salaries, classified salaries, benefits, supplies, services, and other outgoing.
- **State Mandated Fees**: 1% fee on LCFF funding, not applied to federal or fundraising revenue.
- **Salaries**: Certificated salaries projected at $19.4 million (including retroactive payments, bonuses). Classified salaries also increased due to board-approved raises.
- **Supplies**: $600,000 increase mainly from restricted funds (e.g., student devices funded by CARES money).

5. Fund Balance Projections:

- **Ending Fund Balance**: $46 million. **Restricted Funds**: Includes deferred maintenance, CARES funding, and other project-specific balances. **Unrestricted Fund Balance**: $31.66 million, some of which is invested and not easily liquid.

6. COVID/CARES Funds Tracking:

- **Various Programs**: Detailed tracking of all COVID-related funding (e.g., learning recovery, emergency block grants). **Spending Deadlines**: Some funds have deadlines extending to 2026–2028, with all earlier deadlines met.

7. Projected Balance Sheet:

- Cash, receivables, and liabilities projected as of June 30, 2025.

8. State Accountability System:

- Data input into the state's SACs (School Accountability System), less user-friendly but required for compliance.

Steven Kofahl made a motion to Approve the 2024-2025 Second Interim Report.
Alexandra Ramirez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Ronald Laws	Aye
Sebastian Winter	Aye
Steven Kofahl	Aye
Alexandra Ramirez	Aye
Brad Wright	Aye

IV. School Business

A. Discussion and Presentation from Student Advisory Committee

- Dr. Clark, oversees multiple committees, including the Student Advisory Committee (SAC).
- The SAC is a voluntary committee formed to represent students and provide feedback on LCAP (Local Control Accountability Plan) priorities. Students gather feedback from peers and present it to the board, sharing insights on school strengths and weaknesses. The committee conducted a survey to address six key areas: **Athletics, Instruction, Curriculum, Culture, Safety, and Activities.**
- SAC Mission: To create an inclusive environment and inspire students by addressing their concerns and feedback.
- Topics Covered: Athletics: Discussion on strengths, weaknesses, and recommendations for improvement. Instruction, Curriculum, Culture, Safety, Activities: Covered in the presentation but only a few topics presented due to absence of certain members.

1. Athletics Summary:

- Strengths: A wide variety of sports are offered. Additional activities like dance and step programs help foster a sense of community, especially for non-athletes or transfer students.
- Weaknesses:
- Coaching: Many coaches are inexperienced and lack knowledge of the sports they are coaching. High turnover of coaches (e.g., boys' basketball had three coaches in four years, and girls' basketball had four coaches in the same period).
- Funding: Lack of funds for sports programs, with some teams unable to fundraise (e.g., volleyball was not allowed to fundraise due to restrictions, while basketball had more opportunities).
- Outdated Equipment: Many sports programs have old and damaged equipment that needs replacing.
- Resources: Only one athletic trainer for all sports. Limited availability, especially during peak times when multiple teams have games or events.
- Facilities: Some programs, like water polo, are impacted by the lack of necessary facilities (e.g., no pool at the school). The weight room is too small for all athletes to use at once, contributing to overcrowding and insufficient recovery for injured athletes.
- Recruitment: Students are unaware of recruitment processes and do not know who to contact for recruitment guidance.
- Recommendations for Improvement:
- Coaching: Hire more experienced coaches with relevant backgrounds and experience in the sports they are coaching.
- Funding: Allocate better funding to sports programs and allow all teams to fundraise for necessary resources.

- Recruitment: Provide workshops and counseling for students on recruitment processes, including college exposure opportunities and guidance on creating recruitment profiles. Introduce weekly informational sessions or presentations for incoming freshmen about athletics and recruitment.

Mr. Wright suggests and recommends that the Student Advisory Committee have a conversation with Mr. Woods regarding funding and fundraising. The discussion would help clarify how to improve funding allocation for sports programs and explore options for fundraising that can benefit all teams and activities.

Mr. Wright suggests that the Student Advisory Committee communicate directly with Mr. Camp regarding the coach hiring process. This conversation would allow the committee to get more clarity and answers about how coaches are hired and the qualifications needed for better team leadership.

2. Mina's Findings on Instruction:

- **Methodology**: Conducted a survey using Google Forms to gather feedback from students on what is working and what isn't in their classes.
- **What is Working**:
  Learning Environment: Students feel the learning environment is open and classrooms are structured.
  Resources: Students believe they have access to resources that help further their studies, even if they don't fully understand the material initially.
- **What Isn't Working**:
  Lecture-Only Classes: Many students report that teachers tend to lecture the entire period and then assign worksheets, which hinders their ability to learn and retain information.
  Lack of Engagement: Students noted a lack of teacher engagement, with teachers not asking questions or checking for student understanding during lessons.
  Limited Interaction: Teachers not being interactive with students was highlighted as a factor contributing to poor learning experiences.
- **Recommendations for Improvement**:
  Review Days: Implementing review days based on class comprehension to help reinforce the material.
  Check for Understanding: Teachers should incorporate methods like pop quizzes or exit tickets to gauge whether students understand the material being taught.
  Encourage Questions: Teachers should create an environment where students feel comfortable asking questions during instruction, ensuring everyone is engaged and understands the content.

Mr. Wright suggested that student distractions, particularly from phones, may be affecting engagement and retention in class. He noted that even brief distractions could disrupt learning, causing students to miss important content. While teachers are doing their job

well, students need to focus more. He also highlighted the importance of parental understanding, emphasizing that teachers are professionals who need students' attention to effectively teach.

3. Caitlin's Presentation on Curriculum:

- **What is Working in the Curriculum:**
  Motivation: Most teachers challenge students to reach their highest potential.
  Course Content: The curriculum covers necessary material, and students feel prepared by the end of the course.
- **Learning Methods:**
  Learning games (e.g., Jeopardy) help review material effectively and engage students. Practice tests are beneficial, especially before major tests or finals. Study guides also help students prepare for exams.
- **What Isn't Working:**
  Makeup Work: Students struggle to catch up after being absent due to personal issues, finding it difficult to manage missed assignments.
  Review of Test Mistakes: Students are unable to review their wrong answers from previous tests before the next one, hindering improvement.
  Life Skills Classes: Some students feel unprepared for real-world challenges, as they lack life skills classes that other schools may offer.
  In-Class Work: Some teachers rely heavily on notes and worksheets, which may not be effective for all students. Some students feel this method doesn't work for them.
  Screen Time: Students struggle with long periods of screen time, both during class and homework, and would benefit from activities that don’t require screens.

Mr. Wright highlighted the professionalism and expertise of teachers, noting that their teaching styles are designed to support student success. He likened it to coaching, where students may not always be familiar with the level of knowledge and experience their teachers bring. He encouraged students to adapt to these teaching styles, emphasizing that while teachers can recognize individual needs, it's important for students to actively engage and reach out for support when needed. This proactive approach will help foster a positive learning experience for all.

4. Presentation on Culture:

School culture is the environment created through respect and the atmosphere established by students and administration.

- **Things Working Well in School Culture**:
  Cultural Acknowledgement: Black History Month, Spanish Heritage Month, Women's History Month, and Pride Month are recognized. Events include assemblies, decorations, and activities to celebrate these months.
- **Student Unity and Participation**:

Color Wars: A class competition event that fosters school spirit and morale. **Powder Puff**: Girls' flag football with boys cheerleading, boosting excitement and school spirit. **March Madness**: A basketball tournament that is particularly popular among male students. **Mr. El Camino and Other Class Events**: Help build unity and engagement among students.

- **Challenges in School Culture**:
  Cultural Appreciation Awareness: Issues arose during Black History Month two years ago with a Spirit Week that lacked context and meaning. The "Melanin Monday" and "Blackout Friday" events were seen as superficial and disconnected from Black History Month's true focus on culture.
- **Black History Month Presentations**: Some students felt disconnected from the speakers, feeling that the presentations lacked depth and relevance to their own lives. There's a desire for more relatable and accessible speakers.
- **Spirit Week Activities**: Students feel that some activities are too individualized, creating a sense of being singled out, which discourages participation. They prefer more team-based activities to encourage group unity.
- **Proposed Solutions**:
- **World Calendar**: Implement a calendar that highlights important cultural dates (e.g., Persian New Year, Chinese New Year) to raise awareness among students.
- **Frequent Surveys**: Regular surveys to gather student and parent feedback on how best to honor various cultures and celebrations.
- **Inclusive Workshops and Assemblies**: Offer more workshops and assemblies that support all cultures, religions, and the LGBTQ+ community to foster inclusivity and understanding.

Mr. Wright mentioned that a couple of years ago, the board agreed to celebrate LGBTQ+ month in May instead of June, allowing for more visibility and recognition. This decision ensures that various groups, including the LGBTQ+ community, have the opportunity to decorate the school and receive equity and recognition for who they are.

5. Jada's Presentation on Safety and Discipline:

- **What's Working Well:**
  Security Checkpoints: Students appreciate the ID scanning and security checks, as it limits unauthorized access to campus and ensures safety.
  Drill Execution: Teachers handle safety drills efficiently, and students are aware of where to go during drills.
  Presence of Security Personnel: On-campus security officers and the police provide students with peace of mind, particularly in light of potential threats.
  Security Dog: Helps deter substance use on campus.
  Security Guards: Presence of multiple guards is seen as effective in reducing fights.

Lunch Pass Privileges: Students value the sense of independence these privileges provide, especially for those with gaps in their schedule.

- **What Needs Improvement or Change:**
  Security Professionalism: Some students feel security guards are too familiar and unprofessional, creating awkward interactions. There is a perception that some security guards are lenient or excusing behavior depending on the student. In some cases, security guards are seen as argumentative or lacking knowledge (e.g., issues with pass policies).
  Emergency Awareness: Students are not well-informed about emergency evacuation procedures, including the location of exits and evacuation spots.
  Tardy Sweeps: Many students feel that tardy sweeps are ineffective, with around 70% of students saying they don't work.
  Inconsistent Discipline: There is a perception of unequal treatment in discipline, where some students receive different consequences depending on who they are.
  Substance Prevention: Students feel that current consequences for substance-related offenses aren't strong enough to deter repeat offenders.
  Detention Tracker: The detention tracker is not effective, as it is not updated regularly enough to be helpful.
- **Potential Solutions:**
  Security Protocol: Qualified Security Guards: Hire trained and qualified security guards, potentially by partnering with security agencies, to improve professionalism. **Security Training:** Implement regular security training sessions (weekly or bi-weekly) to ensure all security personnel are informed about school activities and are equipped to handle various situations.
  Security Awareness: Ensure security guards are knowledgeable about ongoing events and activities to prevent them from denying entry to authorized students.
- **Emergency Drills:**
  Frequency of Drills: Increase the frequency of emergency drills, alternating class periods to ensure all students are familiar with evacuation procedures, regardless of when an emergency occurs.
  Evacuation Zone Directory: Create and distribute an evacuation directory that includes teacher names, class locations, and their designated evacuation spots. This can be posted throughout the school, possibly on TVs for visibility.
- **Tardiness and Discipline:**
  Addressing Underlying Issues: Identify reasons for tardiness, such as hallway congestion, particularly when bathrooms are closed or limited. Ensure all students have adequate time and access to facilities.
  Updated Tardy System: Revamp the tardy system to ensure it is timely and accurate, tracking tardies based on the grading period rather than long delays.
  Time-Based Detention and Tutoring: Consider detaining students during class time missed for tardiness, allowing them to make up missed work without disrupting class.
  Sign-Off System: Implement a system where teachers sign off to confirm student attendance, ensuring tardiness data is accurate.

Workshops and Meetings: Hold time management workshops for students who frequently arrive late. Schedule counselor and parent meetings to address repeated tardiness and explore solutions.

- **Substance Control (Vaping):**
  Vape Detectors: Invest in vape detectors for bathrooms, ensuring they detect smoke from vape machines without using cameras for privacy.
  Security Cameras: Install more security cameras in areas with high-risk for substance use to monitor and deter inappropriate behavior.
  Stricter Punishment: Establish more severe consequences for frequent offenders, such as calling parents, scheduling parent-teacher conferences, or meeting with the dean and student.
  Detention Notifications: Ensure students receive timely notifications about their detentions and the days they are scheduled to attend. Enforce a policy that detention must be served within a certain period to prevent delays and accumulation of missed days.

6. Presentation on Activities:

- **Opportunities:**
  Clubs: A wide variety of clubs are available to students. However, the large number of clubs can lead to confusion, with some students unaware of the clubs offered or when they meet.
  Mentorship Programs: Programs like the LA Rams mentorship, which offer networking and internship opportunities, are valuable. However, some parents don't check their emails, leading to missed awareness of such opportunities.
  Field Trips: Regular field trips are organized, providing both fun and educational experiences. They encourage student engagement and participation, often involving clubs and external groups.
  Off-Campus Events: These are not well publicized, leading to lower student and parent participation. Improving awareness and communication about off-campus events could increase involvement.
  Community Service: Students are aware of community service hours but may not feel connected to these opportunities or see them as beneficial for college or job applications. A more diverse range of community service options should be offered.
- **Engagement:**
  Digital Publicity: Social media platforms like Instagram and TikTok are effective tools for publicity. Students follow these platforms, making it easier to stay updated on school events and activities.
  Competitions: Competitive activities heighten school spirit as students enjoy the excitement of winning.
  Rewards: Offering rewards for participation increases engagement. Small prizes like candy or tokens encourage students to participate in events, particularly lunch activities.

- **Challenges in Engagement:**
  Lack of School Spirit: A significant portion of students lacks interest in school spirit activities, viewing them as embarrassing or unappealing. This is a key area that needs improvement to increase participation.
  Low Participation: Some students feel that activities are too niche or specific, making them feel excluded. Individualized competitions or events may discourage involvement, as students prefer larger, group-based activities.
  Limited Student Involvement: Many students feel disconnected from the planning of activities. They want to be more involved in decision-making but don't feel their ideas are being considered.
- **Potential Solutions:**
  Inclusive Planning: Organize weekly forms or emails where students can share their ideas for future activities. This would help students feel more engaged in the planning process and ensure their interests are represented.
  Broader Appeal of Activities: Consider activities that cater to a wider range of interests to ensure more students feel included and are more likely to participate.

Mr. Wright suggests that the board should consider conducting a survey among teachers to gather their perspectives on the use of phones in the classroom. He has heard student feedback about varying teacher approaches to phone use and believes it would be valuable to understand the teachers' views on the matter.

Mr. Camp mentioned that the school has a telephone committee currently reviewing phone policies from Las Virgenes and LAUSD. LAUSD recently implemented a policy where phones are either placed on hooks in classrooms or locked up for the entire day. The committee is focusing on the disciplinary aspects of these policies, as LAUSD no longer suspends students for defiance, even if they refuse to put their phones away. The school is conducting surveys to gather teacher feedback, with about half of the teachers responding so far. The school is considering more affordable solutions, such as hooks for phones in classrooms, instead of more expensive lockers. Additionally, the school seeks to align the policy with its PBIS approach to ensure progressive discipline.

The survey results show that about 50% of respondents are in favor of a policy where students place their phones in a designated area (like a couch) and don't have access to them throughout the day, while the other 50% prefer the current system, where teachers manage phone placement in the classroom. With the results being evenly split, the goal is to move forward with a decision based on teacher preferences and feedback.

Summary of Ideas for Enhancing School Spirit and Participation:

- **Interactive Pep Rallies:** Implement interactive games to encourage student participation rather than having them feel like passive observers during pep rallies.
  Powder Puff & March Madness: Powder Puff: One of the most popular events, which greatly boosts school spirit. Students enjoy participating in this event.

March Madness: Particularly popular among male students, providing opportunities for athletic students who may not play sports but enjoy the camaraderie of participating in a sport-related event.

- **Engagement in School Activities:** Students had difficulty naming more than one event they truly enjoyed and looked forward to throughout the year, highlighting a gap in consistently engaging activities.
- **Challenges with Fundraisers:** While fundraisers are held, many students are unaware of them and feel disconnected from their purpose, not seeing the personal benefit.
- **Lunch Activities:** There's a lack of participation in lunch activities, with only a small group of students joining. Some students don't find these activities enjoyable or something they'd want to do with friends. Ideas include: Implementing more competitive and group-based activities to make these events feel more engaging.
- **Spirit Week Events:** Some students feel that Spirit Week activities like USA Day are tailored to specific groups and aren't inclusive for everyone, causing some students to feel excluded.
- **Proposed Solutions: Spirit Points**: Introduce a system where students earn points for their class during spirit weeks or pep rallies through participation in games or activities. This would foster teamwork and provide an incentive to participate.

  Prizes and Rewards: Offer small prizes for students who dress up or participate every day during Spirit Week or other school activities, encouraging consistent engagement.

  Student Involvement in Planning: Allow students more involvement in the planning of activities, such as collecting their input through surveys or brainstorming sessions to make them feel more personally connected and valued.

These ideas aim to foster a stronger sense of school community, increase participation, and create a more inclusive environment for all students.

B. Discussion and Presentation from Parent Advisory Committee (PAC)

Dr. Clark introduced Casey Jackson, the PAC (Parent Advisory Committee) chair, who has been representing the committee since the fall. The PAC has been working on restructuring and revitalizing its committees, with additional members serving on the PAC board, although some couldn't attend due to other commitments. Casey Jackson is set to present the Parent Advisory Committee survey responses, similar to the format used for the Student Advisory Committee presentation.

Casey Jackson, the PAC (Parent Advisory Committee) chair, introduced the committee and shared its role in providing feedback on the Local Control and Accountability Plan (LCAP). The PAC works to ensure the community's voice is heard in school decision-

making, focusing on goals like 100% graduation, academic achievement, school safety, community engagement, and supporting English learners.

The PAC conducted a parent engagement survey from March 19-23, with 155 responses. The survey covered topics such as parent involvement, communication, school climate, and resources. Results showed that many parents feel involved in their child's activities, prefer email and text communication, and generally feel ECR is welcoming and inclusive. Parents also expressed satisfaction with the education their children are receiving, although there was a need for improvement in addressing the needs of special education students.

Open comments highlighted areas for improvement, such as expanding academic support, providing more extracurricular opportunities, improving communication and transparency, and offering more volunteer opportunities. The PAC's next steps include sharing the survey results with the board, encouraging collaboration, and fostering ongoing dialogue to ensure transparency and create meaningful improvements for students and families.

C. Discuss and Vote on Board Resolution to Opt Out of Insurance Policy with CharterSAFE

Mr. Hussey explained that every year, the school reserves the right to opt out of the insurance policy, not because they are dissatisfied, but to ensure they are getting the best coverage at the best price. The letter serves as a notification to Charter Safe, making it clear that if they don't provide the best service, the school has the right to explore other options. This process is done annually and is not meant to surprise Charter Safe.
Alexandra Ramirez made a motion to approve the Board Resolution to Opt Out of Insurance Policy with CharterSAFE.
Steven Kofahl seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Steven Kofahl	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye
Ronald Laws	Aye
Sebastian Winter	Aye

D. Discussion and Vote on Spectrum Internet Service Provider (ISP) Contract

Mr. Guinto discussed the renewal of the internet service provider contract with Spectrum. The current contract is set to expire at the end of the school year. As part of the E Rate process, the school issued a Request for Proposals (RFP) from various vendors and received three proposals, including Spectrum, Lake Go, and Em Free Networks. The lowest proposal came from Spectrum. Currently, the school pays $2,300 for a 5-gig

network bandwidth, but with the renewal, the cost will drop to $1,369 for the next three years, with an option to renew for an additional year. This renewal requires board approval due to the multi-year contract and the total amount exceeding $50,000.
Steven Kofahl made a motion to approve the Spectrum Internet Service Provider (ISP) Contract.
Ronald Laws seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Alexandra Ramirez	Aye
Sebastian Winter	Aye
Brad Wright	Aye
Steven Kofahl	Aye
Ronald Laws	Aye

The board entered the closed session at 7:39 PM on the 24th of March, 2025.

V. Reconvene to Open Session

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

The board reconvene to open session at 8:36 PM on the 24th of March, 2025.
Mr. Wright reported that there were no actions taken during the closed session and therefore nothing to report.

B. Possible Vote on Side Letter Agreement with Association of Federation of State, County, and Municipal Employees (AFSCME) for a non-precedential One-Time Bonus of 3.5% for regular, straight-time wages earned in 2024-2025.

Steven Kofahl made a motion to approve the Side Letter Agreement with Association of Federation of State, County, and Municipal Employees (AFSCME) for a non-precedential One-Time Bonus of 3.5% for regular, straight-time wages earned in 2024-2025.
Ronald Laws seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Alexandra Ramirez	Aye
Steven Kofahl	Aye
Brad Wright	Aye
Sebastian Winter	Aye
Ronald Laws	Aye

VI. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to adjourn this meeting.
Sebastian Winter seconded the motion.
one single voice vote, All in favor.

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 8:39 PM.

Respectfully Submitted,
Ryan Guinto