



# El Camino Real Charter High School

## Regular Board meeting

May 22, 2025 Regular Board Meeting

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### Date and Time

Thursday May 22, 2025 at 5:30 PM PDT

### Location

El Camino Real Charter High School - North Campus

7401 Shoup Avenue West Hills CA 91307

Meeting can also be seen and heard at:

Media Center (Main Campus) - 5440 Valley Circle Boulevard Woodland Hills CA 91367

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### REGULAR BOARD MEETING

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

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

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

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**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](mailto:comment@ecrchs.net), or by calling [\(818\) 595-7500](tel:8185957500).*

## Agenda

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

	Purpose	Presenter	Time
<b>E.</b> Executive Director Update		David Hussey	10 m
<b>F.</b> Chief Business Officer Update		Gregory Wood	10 m
<b>G.</b> Board Chair Update	Discuss	Brad Wright	10 m
<b>II. Consent</b>			<b>6:33 PM</b>
<b>A.</b> Approve Minutes of April 28, 2025, Regular Board Meeting	Approve Minutes	Brad Wright	1 m
<b>B.</b> Approve Minutes of April 25, 2025 Special Board meeting	Approve Minutes	Brad Wright	1 m
<b>C.</b> Approve Minutes of April 18, 2025, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>D.</b> Approve Minutes of March 26, 2025, Special Board Meeting	Approve Minutes	Brad Wright	1 m
<b>E.</b> Approve Minutes of March 24, 2025, Regular Board Meeting	Approve Minutes	Brad Wright	1 m
<b>F.</b> Approval of the April 2025, Check Registers	Vote	Brad Wright	1 m
<b>G.</b> Approval of the April 2025, Credit Card Charges	Vote	Brad Wright	1 m
<b>III. Governance</b>			<b>6:40 PM</b>
<b>A.</b> Discussion and Vote to change the June Regular Board Meeting	Vote	Brad Wright	5 m
Prior to the vote, Brad Wright, Board Chair, will present the discussion regarding the change of the June 26th, Regular Board Meeting date.			



	Purpose	Presenter	Time
<b>IV. Finance</b>			<b>6:45 PM</b>
<b>A.</b> April 2025 Investment Update	Discuss	Gregory Wood	15 m
Greg Wood, CBO, will present the April, 2025 ECRCHS Investment Update and answer any questions.			
<b>B.</b> April 2025 Financial Update	Discuss	Gregory Wood	15 m
Greg Wood, CBO, will present the April, 2025 Financial Update and answer any questions.			
<b>V. School Business</b>			<b>7:15 PM</b>
<b>A.</b> Discussion and Vote for the Renewal of 2025-2026 Food Service Contract with Chartwells	Vote	Gregory Wood	5 m
Prior to the vote, Greg Wood, CBO, will present the renewal of 2025-2026 Food Service Contract with Chartwells and answer any questions.			
<b>B.</b> Discussion and Vote on the 2025-2026 Textbook Budget	Vote	Gregory Wood / Janneyra Verduzco	15 m
Prior to the vote, Greg Wood, CBO, and Janneyra Verduzco, Director of Accounting and Finance, will present the 2025-2026 Textbook budget and answer any questions.			
<b>C.</b> Discuss and Vote Collective LAUSD SELPA Notification Letter	Vote	David Hussey	5 m
Prior to the vote, Mr. Hussey, Executive Director, will present the draft notification letter to LAUSD re: reservation of rights to exit the LAUSD SELPA and answer any questions.			
<b>D.</b> Discussion and Vote to Approve the 2025-2026 Service Agreement with Sage SoCal, Inc.	Vote	David Hussey	15 m
Prior to the Vote, David Hussey, Executive Director, will present the one-year service agreement with Sage SoCal, Inc. and answer any questions.			
<b>E.</b> Discussion on Local Control Accountability Plan (LCAP) 2025-2026 Proposed Goals and Actions	Discuss	Minita Clark	60 m
Ms. Clark, Administrative Director, will lead a discussion on Local Control Accountability Plan (LCAP) 2025-2026 Proposed Goals and Actions ahead of a possible vote to be scheduled for a subsequent board meeting.			

	Purpose	Presenter	Time
<b>VI. Closed Session</b>			<b>8:55 PM</b>
<b>A.</b> Conference with Labor Negotiators	Discuss	David Hussey	30 m
Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.			
Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Vania Rodriguez, Director of Human Resources; Roger Scott, Legal Counsel.			
Employee Organization: United Teachers Los Angeles.			
<b>B.</b> Public Employee Discipline/Dismissal/Release (§54957)	Discuss	David Hussey	30 m
Public Employee Discipline/Dismissal/Release Pursuant to Paragraph (1) of subdivision (B) of Government Code Section 54957			
<b>C.</b> PUBLIC EMPLOYEE PERFORMANCE EVALUATION	Discuss	Alexandra Ramirez / Brad Wright	15 m
Title: Chief Business Officer			
<b>VII. Reconvene to Open Session</b>			<b>10:10 PM</b>
<b>A.</b> Report on Actions Taken in Closed Session, If Any	Discuss	Brad Wright	5 m
<b>VIII. Closing Items</b>			<b>10:15 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Brad Wright	1 m

# Coversheet

## Chief Business Officer Update

<b>Section:</b>	I. Opening Items
<b>Item:</b>	F. Chief Business Officer Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Agenda Item I.F-SSCAL Dartboard Projections-2025-2026.pdf Agenda Item I.F.-ASB Report May 2025.pdf Agenda Item I.F.-Insurance Projections-2025-2026.pdf Agenda Item I.F-Declining Enrollment 10 Year Projections-2025-2026.pdf

# SSC Financial Projection Dartboard

## Planning Factors

		2024-25	2025-26	2026-27	2027-28	2028-29
DOF <sup>1</sup> Planning COLA		1.07%	2.30%	3.02%	3.42%	3.31%
California CPI <sup>2</sup>		3.07%	3.42%	2.98%	2.77%	2.90%
CalSTRS <sup>3</sup> Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS <sup>4</sup> Employer Rate		27.05%	26.81%	26.90%	27.80%	27.40%
Unemployment Insurance		0.05%	0.05%	0.05%	0.05%	0.05%
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	\$191
	Restricted per ADA	\$82	\$82	\$82	\$82	\$82
Mandate Block Grant (District) <sup>5</sup>	Grades K-8 per ADA	\$38.21	\$39.09	\$40.27	\$41.65	\$43.03
	Grades 9-12 per ADA	\$73.62	\$75.31	\$77.58	\$80.23	\$82.89
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.06	\$20.52	\$21.14	\$21.86	\$22.58
	Grades 9-12 per ADA	\$55.76	\$57.04	\$58.76	\$60.77	\$62.78

<sup>1</sup>Department of Finance; <sup>2</sup>Consumer Price Index; <sup>3</sup>California State Teachers' Retirement System; <sup>4</sup>California Public Employees' Retirement System;

<sup>5</sup>County Office of Education Mandate Block Grant: \$39.09 per ADA grades K-8; \$75.31 per ADA grades 9-12; \$1.31 per unit of countywide ADA

I am proud to bring you the 2025 Student Council brief. Excuse me for not being able to make it to the meeting, as I will be preparing for an AP exam. Student Council has taken AP exam weeks to prepare for the last events of the year.

With prom coming up, the prom committee has worked hard and has been planning this event accordingly. They have stuck with the classic theme of "The Great Gatsby" and have worked very hard to ensure that this event goes well. Senior Cabinet interviews have determined the members for the fall season, and they will not disappoint. They will take part in the prom, helping out and seeing how the event is supposed to be, to determine the Class of 2026's prom.

The last club rush of the year has also passed. It has been one of our most memorable events, as this is how our student body comes together to learn about the different programs that our school offers. Clubs are able to make a profit for their clubs through the sale of items during this event. Later, they may provide their members with incentives or even donate whatever they raised to an organization.

Student council interviews are also occurring as the new president and interviewers are choosing the new directors for activities for the 2025-2026 school year. Our student store also has its very own fridge! We can now cater to the students much faster and start organizing a much better system in the student store. We hope to keep making improvements and make it much more efficient for the student body.

In addition, we are preparing for graduation coming up in a few weeks, and will be rewarding our AP test takers after exam week. If you have any questions, feel free to let me know.

That is all from the student council 😊.

Thanks,

Angelina Cruz

Student Body Treasurer

## Property, Liability, and Workers' Compensation

### Property and Liability

- The Los Angeles wildfires are expected to be more than a \$50 billion insurable event—the global market can withstand \$100 billion+ in annual losses
- Most insurance platforms are requiring an increased deductible for wildfire-related losses, related to changing wildfire predictive modeling
- Assembly Bill (AB) 218 (Gonzalez, Statutes of 2019) and AB 452 (Addis, Statutes of 2023) create short- and long-term sexual abuse and molestation insurance availability challenges
- FCMAT's<sup>1</sup> "Childhood Sexual Assault: Fiscal Implications for California Public Agencies" report outlines some of those challenges and potential solutions

**FORECAST: LEAs can expect at least 20% premium increases pending legislation and changes in coverage**

### Workers' Compensation

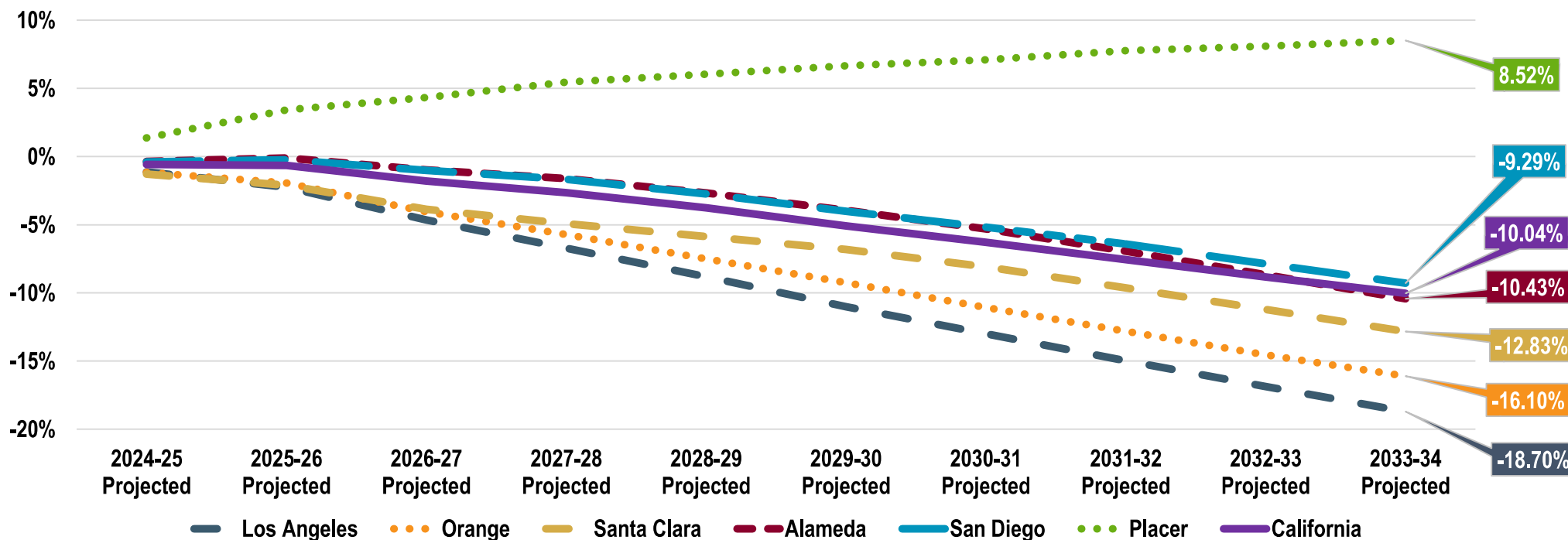
- Claim severity and continuous trauma claims are on the rise due to medical wage and medical inflation
- Workers' Compensation claims costs are increasing as they remain open longer and medical/Rx costs increase

**FORECAST: LEAs can expect 5-10% premium increases pending legislation and district-specific claim trends**

Source: Keenan; <sup>1</sup>Fiscal Crisis and Management Assistance Team

## District Financial Conditions—Declining Enrollment by County

- 44 (or 76%) of the 58 counties are projected to decline in enrollment through 2033-34
- The 44 declining enrollment counties are projected to be down by approximately 600,000
- The 14 (or 24%) growing enrollment counties are projected to increase by approximately 14,000



## Coversheet

### Approve Minutes of April 28, 2025, Regular Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	A. Approve Minutes of April 28, 2025, Regular Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board meeting on April 28, 2025



DRAFT



# El Camino Real Charter High School

## Minutes

### Regular Board meeting

4-28-2025 Regular Board Meeting

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#### Date and Time

Monday April 28, 2025 at 6:00 PM

#### Location

El Camino Real Charter High School - North Campus

7401 Shoup Avenue West Hills CA 91307

Meeting can also be seen and heard at:

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#### **Directors Present**

Alexandra Ramirez, Brad Wright, Gregg Solkovits, Ronald Laws, Steven Kofahl

#### **Directors Absent**

Sebastian Winter

#### **Guests Present**

Ryan Guinto

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### **I. Opening Items**

#### **A. Call the Meeting to Order**

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Monday Apr 28, 2025 at 6:05 PM.

#### **B. Record Attendance and Guests**

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

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

#### **D.**

## Public Comments

Here are the public comments:

1. Amy Carter, a teacher at El Camino since its charter conversion in 2011, expressed concern over recent teacher layoffs and the first-ever teacher strike during her tenure. She noted that a proposed 3.5% bonus for non-union staff is on the agenda—originally negotiated by teachers to offset lost pay from the strike. Carter opposed extending this bonus to administrative and support staff while teacher layoffs are occurring, urging the board to vote **no** on the proposal.
2. Unnamed Speaker, delivered a passionate and critical statement regarding the school board's recent decisions, particularly highlighting dissatisfaction with teacher layoffs, administrative raises, and proposed bonuses for non-union staff. They criticized the board for mismanaging the budget, prioritizing aesthetic upgrades over educational needs, and lacking leadership during the teacher strike. The speaker condemned the perceived disregard for teachers' contributions and the impact on students, calling the board's actions out of touch and disrespectful to the school community.
3. Daniel Sutherland, a science teacher at El Camino and one of those impacted by the current teacher layoffs, urged the board to support a severance package proposed by the teachers' union. He emphasized that many laid-off teachers have young families and depend on continued health insurance, especially during vulnerable periods. He noted the 3.5% bonus received does not adequately cover health costs and asked the board to demonstrate care and accountability by advising administration and legal counsel to accept the union's severance proposal.
4. Aaron Sanders, a teacher and parent at El Camino Real Charter High School, expressed deep concern over declining enrollment, negative public perception, and a lack of transparency from school leadership. She criticized the new parent board representative, Ms. Ayvazian Iwal, for not responding to multiple emails sent in March and highlighted that only Board Member Mr. Hussey had acknowledged her outreach. Sanders shared that due to these issues, her second child would attend Calabasas High School instead of El Camino. She emphasized that recent discussions of laying off up to 44 teachers have further damaged trust among families, deterring new enrollments. Urging the board to ask tougher questions and engage more directly with the school community, Sanders called for action to retain quality educators and restore confidence in the institution's future.

## E. Executive Director Update

Mr. Hussey gave a detailed Executive Director Report.

## Academic Decathlon

- **National Championship:** Our Academic Decathlon team is heading to Iowa this week for the opportunity to bring home another national championship. We wish the team and the coaches Good luck.

### Standardized Testing

- **SBAC & MAP Testing:** Ongoing efforts are in place to achieve the state-mandated 95% participation rate. Students are being called from classes to meet this requirement.

### Advanced Placement (AP) Testing

- **AP Exams Schedule:** AP testing is scheduled from May 5 to May 16, 2025. Last year, over 2,000 exams were administered, with similar numbers expected this year.

### Upcoming Senior Events

- **Senior Awards Night:** Scheduled for Thursday, May 29, 2025, from 5:30 PM
- **Prom:** Set for Saturday, May 31, 2025, from 7:00 PM to 11:00 PM
- **Graduation:** Planned for Friday, June 6, 2025, at 6:00 PM

## F. Chief Business Officer Update

### Chief Business Office Update – Janneyra Verduzco

#### 1. 2025–2026 Budget Collection

- Approximately **86%** of department budgets have been submitted.
- Remaining budgets are expected by **end of the current week**.
- A **final audit** will commence once all submissions are received.

#### 2. California Department of Education (CDE) Audit

- The team is addressing **five identified findings**.
- All necessary documentation is being gathered and submitted.
- A **final in-person exit review meeting** with the CDE is scheduled for **next Thursday**, after which the audit process will be finalized.

## G. Board Chair Update

### Board Chair Update – Brad Wright

#### 1. Acknowledgment of Public Comments

- Expressed appreciation for the community's engagement and feedback.
- Emphasized that all comments are important and valued by the board.

## 2. Clarification of Board Role

- Noted that the board relies on the administration's work and decisions.
- Stated that the board acts as the final decision-making body based on administrative input.

## 3. Gratitude for Participation

- Thanked attendees for their presence and for sharing their perspectives during the meeting.

## II. Consent

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

Gregg Solkovits made a motion to Approve Minutes of March 4, 2025, Special Board Meeting.

Steven Kofahl seconded the motion.

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

#### Roll Call

Alexandra Ramirez	Aye
Brad Wright	Aye
Gregg Solkovits	Aye
Sebastian Winter	Absent
Steven Kofahl	Aye
Ronald Laws	Aye

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

Gregg Solkovits made a motion to Approve Minutes of February 27, 2025 Regular Board meeting.

Steven Kofahl seconded the motion.

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

#### Roll Call

Ronald Laws	Aye
Alexandra Ramirez	Aye
Brad Wright	Aye
Gregg Solkovits	Aye
Steven Kofahl	Aye
Sebastian Winter	Absent

### C. Discuss and Vote on the March 2025 Check Registers

Gregg Solkovits made a motion to Approve on the March 2025 Check Registers.

Steven Kofahl seconded the motion.

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

#### Roll Call

Brad Wright	Aye
Alexandra Ramirez	Aye

#### Roll Call

Gregg Solkovits	Aye
Sebastian Winter	Absent
Steven Kofahl	Aye
Ronald Laws	Aye

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

Gregg Solkovits made a motion to Approve on the March 2025, Credit Card Charges.

Steven Kofahl seconded the motion.

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

### III. Finance

#### A. March 2025 Investment Update

**Presented by Janneyra Verduzco, Director of Accounting and Finance**

##### 1. Starting Investment Balance

- Reported starting balance: **\$30,844,000**

##### 2. OPEB (Other Post-Employment Benefits) Payments

- Total payments for retiree benefits over nine months: **\$475,612**

##### 3. Investment Performance

- Net gains/losses: **\$1,063,507**
- Portfolio growth: **Increased by 3.4%**

##### 4. Ending Investment Balance

- Current balance: **\$31,000,400**
- Reflects a **1.9% total increase** during the reporting period

#### B. March 2025 Financial Update

**Presented by Janneyra Verduzco, Director of Accounting and Finance**

##### 1. Cafeteria Profit & Loss (P&L) Summary

- **15% increase in meals served** from February to March.
- Additional **5,141 meals** served in March.

##### 2. Meal Service Highlights

- Total meals served in March: **39,397**
  - **Breakfast:** 19,952
  - **Lunch:** 19,445

##### 3. Free & Reduced-Price Meal Program (FRPM)

- Noted a **decrease in students approved** for FRPM services.

#### C.

## Discussion and Review of the 2023-2024 IRS Form 990 (Non-Profit Tax Return)

Presented by Janneyra Verduzco, Director of Accounting and Finance

### 1. Key Revisions

- **Page 6:** Student enrollment figure revised from **3,260** to **2,900**.
- **Correction:** Adjusted to ensure accurate reporting of the service population.

### 2. Disclosure Confirmation

- **Page 10:** Highlighted **Section 11a** — confirmed that a **complete Form 990** has been provided to the board for review.

### 3. Vendor Update

- **Page 12:** Added a new consulting vendor: **Impact Philanthropy Group**, a new **mental health services provider**.

### 4. Financial Overview

- **Page 28:**
  - **Total Revenue:** \$55,308,000
  - **Total Expenses:** \$43,049,322

### 5. Board Acknowledgment Required

- **Page 34 (Part VI, Section B, Line 11b):** Reiterated that the board must notify the Director of any changes **prior to submission to the IRS**.
- **Next Step:** Form will be submitted following final board approval.

The board entered the closed session at 6:26 PM on the 28th of April, 2025.

## IV. Reconvene to Open Session

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

The board reconvene to open session at 8:06 PM on the 27th of February, 2025.

#### Closed Session Report-Out

- The board **instructed management to cost out the UTLA severance pay proposal** and report back at the next board meeting.
- **Vote Outcome:**
  - **Yes:** Alexandra Ramirez, Ronald Laws, Greg Solkovits
  - **No:** Brad Wright, Steven Kofahl
- No further actions were reported from the closed session.

### B. Possible Vote on One-Time Bonus 3.5% for Unrepresented Certificated and Classified Employees

Ronald Laws made a motion to Vote on One-Time Bonus 3.5% for Unrepresented Certificated and Classified Employees.



Steven Kofahl seconded the motion.

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

**Roll Call**

Steven Kofahl	Aye
Gregg Solkovits	No
Sebastian Winter	Absent
Ronald Laws	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye

**V. Closing Items**

**A. Adjourn Meeting**

Steven Kofahl made a motion to Adjourn 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 8:09 PM.

Respectfully Submitted,  
Ryan Guinto

## Coversheet

### Approve Minutes of April 25, 2025 Special Board meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	B. Approve Minutes of April 25, 2025 Special Board meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board meeting on April 25, 2025

DRAFT



# El Camino Real Charter High School

## Minutes

### Special Board meeting

April 25, 2025 Special Board Meeting

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#### Date and Time

Friday April 25, 2025 at 9:45 AM

#### Location

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

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:**

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.

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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, Ronald Laws, Sebastian Winter, Steven Kofahl

### **Directors Absent**

Alexandra Ramirez, Gregg Solkovits

### **Guests Present**

Ryan Guinto

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## **I. Opening Items**

### **A. Call the Meeting to Order**

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Friday Apr 25, 2025 at 9:49 AM.

### **B. Record Attendance and Guests**

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

Ms. Verduzco led the Pledge of Allegiance

**D. Public Comments**

There were no public comments

**II. Governance**

**A. Discussion and Vote to change the April Regular Board Meeting**

Mr. Wright led the discussion for the change of date for the April Regular Board Meeting.

It was decided that the meeting will rescheduled for Monday, April 28th, at 6PM.

Sebastian Winter made a motion to Change the April Regular Board meeting to April 28th at 6PM.

Ronald Laws seconded the motion.

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

**III. Closing Items**

**A. Adjourn Meeting**

Steven Kofahl made a motion to Adjourn the Meeting.

Sebastian Winter 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 9:52 AM.

Respectfully Submitted,

Ryan Guinto

## Coversheet

### Approve Minutes of April 18, 2025, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	C. Approve Minutes of April 18, 2025, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on April 18, 2025

DRAFT



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

Special Board Meeting: April 18, 2025

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#### Date and Time

Friday April 18, 2025 at 1:30 PM

#### Location

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

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

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#### ATTENTION:

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

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

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

"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.

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**IMPORTANT NOTE REGARDING PUBLIC COMMENTS:**

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**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.

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**Directors Present**

Alexandra Ramirez, Brad Wright, Sebastian Winter, Steven Kofahl

**Directors Absent**

Gregg Solkovits, Ronald Laws

**Guests Present**

Ryan Guinto

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**I. Opening Items**

**A. Call the Meeting to Order**

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Friday Apr 18, 2025 at 1:43 PM.

**B. Record Attendance and Guests**

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

Ms. Ramirez's daughter led the Pledge of Allegiance

**D. Public Comments**

There were no Public Comments

**II. School Business**

**A. RFP Bid Award: 2025-2026 Incoming Freshmen Devices**

Mr. Guinto led the discussion for the RFP Bid Award: 2025-2026 Incoming Freshmen Devices.

Mr. Wright was informed already by the two other board members of the Finance and Investment Committee regarding the situation. He further shared his concern why he called the meeting was due to the tariffs and he feared that waiting for another week that ECRCHS may need to pay significantly more.

Mr. Guinto shared that the RFP was issued out at the beginning of March and closed at the end of March in collaboration with Birmingham Community Charter High School.

ECRCHS received four (4) bids and Arey Jones was the vendor that provided the most cost effective proposal.

Mr. Guinto also mentioned that they issued out two (2) model types - Gen 4 and Gen 5 and decided to get the newer model due to the price difference not being that much.

Sebastian Winter made a motion to RFP Bid Award: 2025-2026 Incoming Freshmen Devices.

Steven Kofahl seconded the motion.

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

**III. Closing Items**

**A. Adjourn Meeting**

Steven Kofahl made a motion to Adjourn Meeting.

Sebastian Winter 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 1:50 PM.

Respectfully Submitted,  
Ryan Guinto

## Coversheet

### Approve Minutes of March 26, 2025, Special Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	D. Approve Minutes of March 26, 2025, Special Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on March 26, 2025

DRAFT



# El Camino Real Charter High School

## Minutes

### Special Board Meeting

3-26-2025 Special Board Meeting

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#### Date and Time

Wednesday March 26, 2025 at 4:00 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

2 invited: 1 yes

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#### SPECIAL BOARD MEETING

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#### **ATTENTION:**

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

---

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**Directors Present**

Alexandra Ramirez, Brad Wright, Ronald Laws, Steven Kofahl

**Directors Absent**

Danielle Centman, Gregg Solkovits, Sebastian Winter

**Guests Present**

Ryan Guinto

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**I. Opening Items**

**A. Call the Meeting to Order**



Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Wednesday Mar 26, 2025 at 4:23 PM.

**B. Record Attendance and Guests**

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

Mr. Guzman led the Pledge of Allegiance

**D. Public Comments**

There were no Public Comments.

**II. Governance**

**A. Selection and Approval of New Member to Fill Board Vacancy**

Steven Kofahl made a motion to Approve the Selection and Approval of New Member to Fill Board Vacancy.

Alexandra Ramirez seconded the motion.

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

**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 4:28 PM.

Respectfully Submitted,

Ryan Guinto

Alexandra Ramirez made a motion to Adjourn Meeting.

Ronald Laws seconded the motion.

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

## Coversheet

### Approve Minutes of March 24, 2025, Regular Board Meeting

<b>Section:</b>	II. Consent
<b>Item:</b>	E. Approve Minutes of March 24, 2025, Regular Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board meeting on March 24, 2025

DRAFT



# El Camino Real Charter High School

## Minutes

### Regular Board meeting

March 24, 2025 Regular Board Meeting

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#### 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

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#### REGULAR BOARD MEETING

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## PUBLIC COMMENTS

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

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

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

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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.

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#### **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

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### **I. Opening Items**

#### **A. Call the Meeting to Order**

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on 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
Brad Wright	Aye
Sebastian Winter	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

Ronald Laws	Aye
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#### **Roll Call**

Brad Wright	Aye
Alexandra Ramirez	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 Club accounts. 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

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

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

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

# Coversheet

## Approval of the April 2025, Check Registers

<b>Section:</b>	II. Consent
<b>Item:</b>	F. Approval of the April 2025, Check Registers
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Agenda Item II.F.- April 2025 Checking Acct Check Register 1 of 4.pdf Agenda Item II.F.- April 2025 1761 General Check Register 2 of 4.pdf Agenda Item II.F.- April 2025 ASB Acct Check Register 3 of 4.pdf Agenda Item II.F..- April 2025 Fundraising Acct Check Register 4 of 4.pdf



# EL CAMINO REAL CHARTER HIGH SCHOOL

## CHECK REGISTER

### CHECKING x 1796

### April 2025

Name	Check Number	Date	Memo	Amount	Period
2025 CliftonLarsonAllen LLP	20687	4/2/2025	INV 251131166 Financial Consulting	\$ 8,925.00	Apr 2025
385 201771 Matthew Harbourt	20688	4/2/2025	Reim for Frames -VAPA	\$ 99.73	Apr 2025
2619 The Shredders	20689	4/2/2025	01/25-02/25 Shredding	\$ 270.00	Apr 2025
5695 Griffith Observatory	20690	4/4/2025	Voided	\$ -	Apr 2025
5688 ERIN SNAP	20691	4/4/2025	3/20/25 Track and field timing service	\$ 800.00	Apr 2025
4417 Old New York & Deli Bakery Co., Inc	20692	4/4/2025	Alternative Education breakfast	\$ 129.61	Apr 2025
2642 Turf Team, Inc.	20693	4/7/2025	Field Work	\$ 17,044.82	Apr 2025
5571 Student Transportation of America	20694	4/9/2025	INV 70280059 Transportation Buses	\$ 13,173.75	Apr 2025
268 1 Nicole Gamez	20695	4/8/2025	Reimbursement for Breakfast - CTE Retreat	\$ 83.54	Apr 2025
5611 FKF ENTERTAINMENT INC	20696	4/8/2025	INV 10125 Workshop- Improvisation Coaching DRAMA	\$ 1,250.00	Apr 2025
4000 American Fidelity Assurance Company	20697	4/8/2025	INV D820316 Supplemental Employee Benefits	\$ 3,470.24	Apr 2025
2379 Mutual of Omaha	20698	4/8/2025	INV 001862478447 Voluntary Disability Insurance	\$ 978.00	Apr 2025
385 201771 Matthew Harbourt	20699	4/8/2025	Reimbursement for Conference- National Art Education Association	\$ 447.53	Apr 2025
2642 Turf Team, Inc.	20700	4/9/2025	Inv# 4509 Baseball Field 2025	\$ 16,088.00	Apr 2025
2619 The Shredders	20701	4/10/2025	07/24 INV CINV-056288, Shredding	\$ 126.00	Apr 2025
2619 The Shredders	20702	4/10/2025	06/24 INV CINV-054403, Shredding	\$ 248.00	Apr 2025
2125 FedEx	20703	4/10/2025	FedEx Express Services	\$ 302.24	Apr 2025
4259 AT&T (CALNET)	20704	4/10/2025	Voided	\$ -	Apr 2025
4259 AT&T (CALNET)	20705	4/10/2025	03/25 INV# 000023217727 BAN#9391080076 Phone Line	\$ 31.65	Apr 2025
3682 Gold Star Brigade	20706	4/10/2025	04/25 Band Field Trip Jazz Festival Fee P00336	\$ 450.00	Apr 2025
5395 Courtney Coffey	20707	4/10/2025	03/25 Dance Guard Coaching P00378	\$ 600.00	Apr 2025
2444 Picture Perfect Graphics	20708	4/10/2025	INV 4464 Jacket Embroidery	\$ 75.56	Apr 2025
2009 Child and Family Guidance Center	20709	4/10/2025	02/25 Special Ed Services Northpoint	\$ 2,491.62	Apr 2025
5550 Justin Page	20710	4/10/2025	03/31/25 Instruction	\$ 750.00	Apr 2025
5446 Touch Graphix, Inc.	20711	4/10/2025	INV 114818 Banners	\$ 31,280.00	Apr 2025
4554 DemiDec Corporation	20712	4/11/2025	2025-2026 Academic decathlon materials	\$ 1,217.29	Apr 2025
4259 AT&T (CALNET)	20713	4/11/2025	03/25 INV# 000023217725 BAN#9391080027 Phone Line	\$ 31.65	Apr 2025
99 309901 Kevin Thurow	20714	4/11/2025	Reimbursement Drumline copyright	\$ 665.60	Apr 2025
5696 ZABRINA ZAHARIADES	20715	4/11/2025	04/04/25 CATE Conf. Ticket reimbursement	\$ 280.00	Apr 2025
5446 Touch Graphix, Inc.	20716	4/11/2025	INV 114839 Anti-Graffiti Coating	\$ 1,407.77	Apr 2025
340 931054 Minita Clark	20717	4/11/2025	CAAASA-Conference Reimb.	\$ 186.92	Apr 2025
296 Ricardo Covarrubias	20718	4/14/2025	Reimbursement for Marketing Services	\$ 1,414.46	Apr 2025
5571 Student Transportation of America	20719	4/16/2025	INV 70283593 Transportation Busses	\$ 4,630.00	Apr 2025
5571 Student Transportation of America	20720	4/16/2025	INV 70290214 Transportation Busses	\$ 715.00	Apr 2025
5571 Student Transportation of America	20721	4/16/2025	INV 70293720 Transportation Busses	\$ 13,870.00	Apr 2025
2288 LADWP	20722	4/21/2025	25-Feb, 25-Mar 6968788886 Shoup Utilities	\$ 12,347.33	Apr 2025
3823 AT&T 8815	20723	4/21/2025	25-Mar 818 884-8815 516	\$ 423.37	Apr 2025
3822 AT&T 0810	20724	4/21/2025	25-Mar 818 716-0810 246	\$ 385.24	Apr 2025
4632 Spectrum Enterprise 7801	20725	4/21/2025	03/25 Inv# 128697801030125 Acct#086084201 Enterprise Fiber line	\$ 1,323.75	Apr 2025
3806 T-Mobile US, Inc.	20726	4/21/2025	25-Mar, 25-Apr 969604280 - WiFi Student Hot Spots	\$ 820.00	Apr 2025
3139 SoCalGas	20727	4/21/2025	02/25, 03/25 Gas Charges for Shoup Acct 163 513 3769 2	\$ 51.20	Apr 2025
241 1 Marissa Dominguez	20728	4/21/2025	Parking for Conference	\$ 27.00	Apr 2025
2881 WGY Solutions LLC	20729	4/21/2025	INV-ECRCHS-0425 COMPLETED Outdoor Antennae Installations	\$ 8,065.00	Apr 2025
3069 West Ranch High School Band Boosters	20730	4/21/2025	05/25 Jazz Ranch Band Boosters	\$ 250.00	Apr 2025
2687 Westlake High School	20731	4/21/2025	04/25/25 Jazz Festival 2025	\$ 250.00	Apr 2025
1945 Brooks Transportation Inc.	20732	4/22/2025	INV 25892 Buses week of 4/7 - 4/11/2025	\$ 7,680.00	Apr 2025
1945 Brooks Transportation Inc.	20733	4/22/2025	INV 25811 Buses week of 4/1 - 4/4/2025	\$ 6,750.00	Apr 2025
1945 Brooks Transportation Inc.	20734	4/22/2025	INV 25719 Buses week of 3/24 - 3/28/2025	\$ 6,000.00	Apr 2025
5697 Reseda Charter High School	20735	4/22/2025	INV 1 Officials Fees & EMT Memo: Stunt Forfeit	\$ 562.00	Apr 2025
4258 Arrae Promotions	20736	4/22/2025	INV 3995 School Books-English Dept	\$ 8,416.29	Apr 2025
2034 Extra Mile Timing / Corr-Robinett, Scott	20737	4/22/2025	INV 922 Track & Field Service P00399	\$ 900.00	Apr 2025
4865 Wes Charek (Wespower Electrical, Inc.)	20738	4/22/2025	INV 2692 Electrical & Lighting P00177	\$ 2,963.78	Apr 2025

# EL CAMINO REAL CHARTER HIGH SCHOOL

## CHECK REGISTER

### CHECKING x 1796

### April 2025

Name	Check Number	Date	Memo	Amount	Period
5674 Tree Service Kings inc	20739	4/22/2025	INV 8985 Stadium tree cutting	\$ 38,000.00	Apr 2025
5674 Tree Service Kings inc	20740	4/22/2025	INV 8986 Stadium tree cutting	\$ 33,000.00	Apr 2025
holastic Press Association(Associated Collegiate Press	20741	4/22/2025	Foreign LAnguage Subscriptions	\$ 2,030.00	Apr 2025
holastic Press Association(Associated Collegiate Press	20742	4/22/2025	Foreign LAnguage Subscriptions	\$ 2,965.00	Apr 2025
3353 ICON School Management	20743	4/22/2025	INV 1950 02/25 Charter School Consulting	\$ 3,500.00	Apr 2025
5280 Roth Staffing Companies, LP	20744	4/22/2025	INV 16259555, 16257328, 16261751 & 16263953 Temp for Business Office	\$ 4,094.02	Apr 2025
5313 California Academic Decathlon Association	20745	4/23/2025	2025 ACADECA COMPETITION late fee	\$ 250.00	Apr 2025
4605 Brad Constant Construction Inc.	20746	4/23/2025	INV 2025-06 Wall Decor	\$ 59,800.00	Apr 2025
3359 UTLA	20748	4/21/2025	03/25 UTLA Union Dues	\$ 18,279.74	Apr 2025
			INV 2024323 Architectural, Structural, and Electrical Engineering plans for the Digital		
5209 Kardent	20749	4/24/2025	Marquee, Corner Monument, and ECR letters	\$ 625.00	Apr 2025
2083 DTASC	20750	4/25/2025	INV 202526 Dtasc Registration Fees	\$ 645.00	Apr 2025
1986 Carolina Biological Supply Co.	20751	4/25/2025	inv 2327811 Lab Soakers	\$ 398.14	Apr 2025
4618 The Home Depot Commercial Account	20752	4/25/2025	03/25 Woodshop Supplies xx-xxxxxx9670	\$ 315.68	Apr 2025
5199 Los Angeles School Police Department	20753	4/25/2025	INV 1103 School Police Officers 02/25	\$ 1,868.48	Apr 2025
4334 Administrative Services CO-OP DbA Yellow Cab	20754	4/25/2025	INV 21066 & 208430 Routes for SpED Students	\$ 6,888.00	Apr 2025
3968 Yantzer brothers heating and air inc	20755	4/25/2025	INV I-4690-1 Service Call-A/C	\$ 309.50	Apr 2025
4865 Wes Charek (Wespower Electrical, Inc.)	20756	4/25/2025	INV 2661 Cafeteria Electrical & Lighting	\$ 7,888.75	Apr 2025
2017 City of Los Angeles Fire Dept. - CUPA	20757	4/25/2025	INV IN0358513 Permit Fees	\$ 2,095.00	Apr 2025
4967 Home Campus	20758	4/25/2025	INV 10167 CIFLA Home Campus 3/18/2025 - 3/17/2026 12 Month	\$ 695.00	Apr 2025
2763 Nick Rail Music, Inc.	20759	4/25/2025	INV 2843229 Drum	\$ 2,579.82	Apr 2025
5397 Privatizer Technologies, LLC	20760	4/25/2025	INV 19621 Report Card Paper	\$ 437.60	Apr 2025
4632 Spectrum Enterprise 7801	20761	4/28/2025	04/25 Inv# 128697801040125 Acct#086084201 Enterprise Fiber line	\$ 1,497.50	Apr 2025
4767 M & S Technology Group, LLC (The Circle)	20762	4/28/2025	3/10/25 inv 203248 Printer Supplies	\$ 106.96	Apr 2025
4767 M & S Technology Group, LLC (The Circle)	20763	4/28/2025	4/8/24 inv 204958 Printer Supplies	\$ 1,184.75	Apr 2025
279 1 Rocio Castaneda	20764	4/29/2025	Voided	\$ -	Apr 2025
279 1 Rocio Castaneda	20765	4/29/2025	Reimbursement for mileage	\$ 43.82	Apr 2025
4417 Old New York & Deli Bakery Co., Inc	20766	4/29/2025	04/29/25 English Dept Retreat	\$ 120.09	Apr 2025
2619 The Shredders	20767	4/29/2025	INV22579 Shredding 04/17/25	\$ 134.00	Apr 2025
			Boys Volleyball Tournament 2025 Best of the West Make check payable to Poway		
5681 Poway High School	20768	4/29/2025	High School Boys Volleyball	\$ 750.00	Apr 2025
2016 City of Los Angeles	20769	4/29/2025	DEA-9709776 Utilities	\$ 5,396.60	Apr 2025
2267 JW Pepper & Son, Inc	20770	4/29/2025	INV 367193321, 367209160, 367266586 & 367284873	\$ 696.42	Apr 2025
5707 SISC III-COBRA	20771	4/30/2025	05-25 Cobra Insurance	\$ 1,424.72	Apr 2025
3823 AT&T 8815	20772	4/29/2025	25-Apr 818 884-8815 516	\$ 434.27	Apr 2025
3139 SoCalGas	20774	4/30/2025	04/25 Gas Charges for Shoup Acct 163 513 3769 2	\$ 22.54	Apr 2025
2447 Purchase Power (Pitney Bowes)	20775	4/30/2025	04/25 Meter Refill Acct # 8000 9090 0876 5336	\$ 341.99	Apr 2025
3822 AT&T 0810	20776	4/30/2025	25-Apr 818 716-0810 246	\$ 383.87	Apr 2025
2224 Interquest Detection Canines	20777	4/30/2025	03/25 inv 356-0325 Canine Inspection	\$ 1,050.00	Apr 2025
3806 T-Mobile US, Inc.	20778	4/30/2025	25-May 969604280 - WiFi Student Hot Spots	\$ 400.00	Apr 2025
2809 WM Corporate services, INC	20779	4/30/2025	04/25 inv 0739631-4801-7 Waste Management Services on Shoup	\$ 462.79	Apr 2025
1833 Amazon	SPACH3083	4/1/2025	DRAMA SUPPLIES	\$ 1,145.31	Apr 2025
1833 Amazon	SPACH3084	4/1/2025	Supplies for 2025	\$ 665.16	Apr 2025
1833 Amazon	SPACH3085	4/1/2025	Labs for AP Environmental	\$ 129.54	Apr 2025
4447 ChildCare Careers, LLC (The Education Team)	SPACH3086	4/2/2025	INV 781378 Substitutes 02/10-02/14/2025	\$ 23,145.81	Apr 2025
97 931193 Judith Ponce	SPACH3087	4/3/2025	Drinks for CTE Retreat	\$ 20.05	Apr 2025
1833 Amazon	SPACH3088	4/3/2025	supplies	\$ 227.27	Apr 2025
1833 Amazon	SPACH3089	4/3/2025	ART SUPPLIES	\$ 1,055.41	Apr 2025
2714 Chartwells Division Services	SPACH3090	4/3/2025	INV 4034900211 Meals 10/15/24	\$ 63.00	Apr 2025
1833 Amazon	SPACH3091	4/3/2025	sped supplies	\$ 64.57	Apr 2025
1833 Amazon	SPACH3092	4/3/2025	SUPPLIES	\$ 295.64	Apr 2025
2714 Chartwells Division Services	SPACH3093	4/3/2025	INV 4034900210 Meals 10/24	\$ 73.00	Apr 2025

# EL CAMINO REAL CHARTER HIGH SCHOOL

## CHECK REGISTER

### CHECKING x 1796

### April 2025

Name	Check Number	Date	Memo	Amount	Period
1833 Amazon	SPACH3094	4/3/2025	SPED SUPPLIES	\$ 392.84	Apr 2025
4343 Scoot Education Inc	SPACH3095	4/4/2025	2/19/25 inv 108093 Substitutes	\$ 1,808.00	Apr 2025
1833 Amazon	SPACH3096	4/4/2025	SUPPLIES	\$ 1,073.18	Apr 2025
4932 Charter Up LLC	SPACH3097	4/4/2025	Bus transportation in NJ Drama theatre competition	\$ 2,153.61	Apr 2025
1833 Amazon	SPACH3098	4/4/2025	CTE SUPPLIES	\$ 315.13	Apr 2025
4343 Scoot Education Inc	SPACH3099	4/4/2025	2/26/25 inv 110072 Substitutes	\$ 904.00	Apr 2025
4343 Scoot Education Inc	SPACH3100	4/4/2025	2/26/25 inv 109410 Substitutes	\$ 21,024.00	Apr 2025
4249 Infinity Communications & Consulting, Inc	SPACH3101	4/4/2025	INV 18706 Communications & Compliance Inc	\$ 15,500.00	Apr 2025
2551 Smart & Final	SPACH3102	4/4/2025	03/25 cooking supplies	\$ 149.55	Apr 2025
2893 AWS	SPACH3103	4/4/2025	INV 2066401569 Administrative Subscription Renewal	\$ 1,540.04	Apr 2025
4343 Scoot Education Inc	SPACH3104	4/4/2025	2/19/25 inv 108096 Substitutes	\$ 34,978.38	Apr 2025
4343 Scoot Education Inc	SPACH3105	4/4/2025	3/5/25 inv 110379 Substitutes	\$ 36,774.00	Apr 2025
4343 Scoot Education Inc	SPACH3106	4/4/2025	3/12/25 inv 111501 Substitutes	\$ 35,205.00	Apr 2025
4096 Lindsey C. Surendranath Granted, Inc	SPACH3107	4/8/2025	INV 330 03/25 CTE Program Support	\$ 2,400.00	Apr 2025
02 Allied Private Investigations & Security Services, LI	SPACH3108	4/8/2025	INV ELC 2502 E Security Services 02/27/25	\$ 90.00	Apr 2025
02 Allied Private Investigations & Security Services, LI	SPACH3109	4/8/2025	INV ELC 2502 C Security Services 02/14/25	\$ 303.75	Apr 2025
02 Allied Private Investigations & Security Services, LI	SPACH3110	4/8/2025	INV ELC 2502 D Security Services 02/20/25	\$ 618.75	Apr 2025
3904 Cross Country Staffing, Inc.	SPACH3111	4/8/2025	INV DE108413 Sub Services	\$ 43,476.97	Apr 2025
3922 Self Insured Schools of California	SPACH3112	4/9/2025	3/31 SISC Flex FSA Fees	\$ 3,954.07	Apr 2025
3158 DigiCert, Inc.	SPACH3113	4/10/2025	INV1682008 P00382 - Technology	\$ 68.00	Apr 2025
2343 Judy McLean	SPACH3114	4/11/2025	INV 3235 Payroll Services	\$ 1,900.00	Apr 2025
2714 Chartwells Division Services	SPACH3115	4/15/2025	INV 4034900212 Meals 10/15	\$ 54.00	Apr 2025
2714 Chartwells Division Services	SPACH3116	4/15/2025	Counseling and Parent Tour Catering	\$ 313.06	Apr 2025
2714 Chartwells Division Services	SPACH3117	4/15/2025	INV 4034900213 Meals 10/16/24	\$ 71.50	Apr 2025
5478 Nielsen-Kellerman Co.	SPACH3118	4/15/2025	INV 0534182-IN Kestrel 5400 Heat Stress Tracker	\$ 873.81	Apr 2025
2714 Chartwells Division Services	SPACH3119	4/15/2025	inv 4034900206 10/18/24 Parent Tour Catering	\$ 106.00	Apr 2025
2714 Chartwells Division Services	SPACH3120	4/16/2025	INV K40349096 Feb 2025 Meals	\$ 116,917.20	Apr 2025
2714 Chartwells Division Services	SPACH3121	4/16/2025	INV K40349097 Mar 2025 Meals	\$ 141,812.67	Apr 2025
2445 Piece of Mind Care Services	SPACH3122	4/21/2025	INV 00317 ELD Dept 03/25	\$ 2,613.75	Apr 2025
1833 Amazon	SPACH3123	4/21/2025	Powercords for Drama	\$ 745.52	Apr 2025
1833 Amazon	SPACH3124	4/21/2025	Counseling supplies	\$ 54.94	Apr 2025
2295 Law Offices of Young, Minney & Corr, LLP	SPACH3125	4/21/2025	INV 15489 Legal Services 04/03/25	\$ 21,940.45	Apr 2025
02 Allied Private Investigations & Security Services, LI	SPACH3126	4/21/2025	INV ELC 2502 A Security Services 02/05-02/28/25	\$ 1,293.75	Apr 2025
1833 Amazon	SPACH3127	4/21/2025	Labs for AP Environmental Science	\$ 50.13	Apr 2025
368 614681 Stephanie Franklin	SPACH3128	4/21/2025	ACADECA Nationals Fee	\$ 4,257.90	Apr 2025
3987 Figdesign Inc	SPACH3129	4/21/2025	INV 3696 Banner & Installation	\$ 242.68	Apr 2025
1833 Amazon	SPACH3130	4/23/2025	DRAMA SUPPLIES	\$ 337.77	Apr 2025
5127 MG Express Inc.	SPACH3131	4/23/2025	INV 2541 Bus Transportation -school choir VA	\$ 4,600.00	Apr 2025
1833 Amazon	SPACH3132	4/23/2025	SUPPLIES FOR DRAMA	\$ 4,272.53	Apr 2025
4447 ChildCare Careers, LLC (The Education Team)	SPACH3133	4/25/2025	INV 787322 Substitutes 03/07/25	\$ 470.03	Apr 2025
2445 Piece of Mind Care Services	SPACH3134	4/25/2025	INV 00000179 Students Support Services 03/25	\$ 84,586.00	Apr 2025
4343 Scoot Education Inc	SPACH3135	4/25/2025	3/26/25 inv 113748 Substitutes	\$ 1,356.00	Apr 2025
1833 Amazon	SPACH3136	4/25/2025	DRAMA SUPPLIES	\$ 894.94	Apr 2025
4343 Scoot Education Inc	SPACH3137	4/25/2025	4/9/25 inv 115908 Substitutes	\$ 1,356.00	Apr 2025
4343 Scoot Education Inc	SPACH3138	4/25/2025	3/26/25 inv 113749 Substitutes	\$ 42,577.00	Apr 2025
4343 Scoot Education Inc	SPACH3139	4/25/2025	4/9/25 inv 115909 Substitutes	\$ 29,579.00	Apr 2025
4343 Scoot Education Inc	SPACH3140	4/25/2025	3/19/25 inv 112734 Substitutes	\$ 32,028.00	Apr 2025
5127 MG Express Inc.	SPACH3141	4/25/2025	INV 2513 Bus Transportation	\$ 7,200.00	Apr 2025
4447 ChildCare Careers, LLC (The Education Team)	SPACH3142	4/25/2025	INV 785318 Substitutes 02/28/25	\$ 470.03	Apr 2025
El Camino Real Charter HS Charles Schwab & Co, Inc.	SPACH3143	4/25/2025	03/25 403(B) Plan 2563-4428 Charles Schwab	\$ 4,925.00	Apr 2025



# EL CAMINO REAL CHARTER HIGH SCHOOL

## CHECK REGISTER

### CHECKING x 1796

### April 2025

Name	Check Number	Date	Memo	Amount	Period
4343 Scoot Education Inc	SPACH3144	4/25/2025	3/19/25 inv 113187 Substitutes	\$ 1,356.00	Apr 2025
4343 Scoot Education Inc	SPACH3145	4/25/2025	4/2/25 inv 114851 Substitutes	\$ 39,210.00	Apr 2025
3008 Sweetwater Sound Inc.	SPACH3146	4/25/2025	Drama Stage Supplies	\$ 4,771.63	Apr 2025
2222 Inspire Communication, Inc	SPACH3147	4/25/2025	INV EC2025331 Speech-Language Services 03/25	\$ 17,170.00	Apr 2025
4343 Scoot Education Inc	SPACH3148	4/25/2025	4/2/25 inv 114980 Substitutes	\$ 1,356.00	Apr 2025
4825 Mary M Bush	SPACH3149	4/25/2025	03/2025 SpED Counseling	\$ 5,580.00	Apr 2025
2746 Biztech	SPACH3150	4/25/2025	ERP Programming Services	\$ 27,504.00	Apr 2025
5698 Sunset Sound	SPACH3151	4/29/2025	VAPA EVENT	\$ 1,450.00	Apr 2025
4704 Impact Philanthropy Group (Sage SoCal)	SPACH3152	4/29/2025	INV 1028 Mental health services	\$ 28,500.00	Apr 2025
5706 Daniel Osorio	SPACH3153	4/29/2025	Reimbursement for Trophies and other expenses	\$ 1,198.79	Apr 2025
3935 Pear Deck, Inc	SPACH3154	4/29/2025	ASSESMENT PROGRAM	\$ 3,510.00	Apr 2025
Total				<u><u>\$ 1,250,984.10</u></u>	

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Total

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**EL CAMINO REAL CHARTER HIGH SCHOOL**  
**CHECK REGISTER**  
**Account: 1761 General**  
**April 2025**

Total \$ 483,791.16

Date	Check Number	Name	Memo	Amount	Period
4/1/2025	ACH250401-01	2006 CharterSafe	CHARTERSAFE - APR 2025	\$ 58,100.00	Apr 2025
4/3/2025	ACH250403-01	5255 PPLSI	LEGALSHIELD -APR 2025 PAYROLL	\$ 95.75	Apr 2025
4/8/2025	ACH250408-01	3480 PenServ Plan Services	403(B) Funding 04/01/25 - 04/30/25	\$ 39,509.91	Apr 2025
4/9/2025	ACH250409-01	3922 Self Insured Schools of California	SISC HEALTH-APR 2025	\$ 350,904.52	Apr 2025
4/18/2025	ACH250418-01	3480 PenServ Plan Services	403(B) Funding 04/01/25 - 04/30/25	\$ 884.32	Apr 2025
4/22/2025	WIRE20250422-01	2752 CRM Maestro Integrated CRM Solutions	Programming for SIS System/Teacher Support-CARES Funds	\$ 32,700.00	Apr 2025
4/24/2025	ACH252404-01	2089 EDD (Employment Development Dept.)	SUI Fund Pmt	\$ 13.50	Apr 2025
4/29/2025	ACH250429-01	5255 PPLSI	LEGALSHIELD -APR 2025 PAYROLL	\$ 95.75	Apr 2025
4/29/2025	ACH250429-02	4001 Texas Life Insurance Company	SM0F6Z20220714001 Supplemental Life insurance 03/24/25	\$ 658.41	Apr 2025
4/30/2025	ACH250430-01	1964 California Department of Tax & Fee Administration	CDTFA - Q1 2025	\$ 829.00	Apr 2025

# EL CAMINO REAL CHARTER HIGH SCHOOL

## CHECK REGISTER

### ASB

### April 2025

Total \$ 159,252.38

Name	Check Number	Date	Memo	Amount	Period	Account
5243 WorldStrides Specialty Travel Programs	3266	4/2/2025	Disney Grad Nite 2025	\$ 110,870.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5694 HILTON WOODLAND HILLS	3267	4/2/2025	05/03/25 Njrotc banquet	\$ 14,000.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5567 Dylan Barajas	3275	4/4/2025	Reimb for Baseball Banner and Wrestling Decorations	\$ 33.48	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4265 Grand G&G Inc.	3276	4/4/2025	inv 100518 Student Store Inventory	\$ 1,505.15	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4265 Grand G&G Inc.	3277	4/4/2025	inv 100364 Student Store Inventory	\$ 1,194.15	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5424 Ameci Pizza	3278	4/4/2025	INV 0403 Pizza for Powder Puff	\$ 316.79	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5262 Veronica Ocana - AB 29 Screen Printing	3279	4/4/2025	INV 2507 50 ECR Hoodies	\$ 1,089.14	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
248 Colson Phillip	3280	4/4/2025	Reimbursement for food for Robotics	\$ 185.70	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
	3281	4/11/2025	inv 100649 Student Store Inventory	\$ 2,008.06	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5238 Kristy Sundberg	3282	4/11/2025	3/10/25 Reimbursment for Teacher Cart General	\$ 178.57	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4265 Grand G&G Inc.	3283	4/23/2025	inv 100837 Student Store Inventory	\$ 1,870.58	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
VOIDED	3284	4/7/2025	VOIDED	\$ -	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
326 224821 Corinne Brennan	3287	4/8/2025	Musical Keyboard Patches	\$ 450.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
338 715791 Eric Choi	3288	4/8/2025	Reimbursement Boys Golf Fees	\$ 217.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5604 John Goldman	3289	4/10/2025	VAPA 3/3, 3/5, 3/21, 3/24, 3/28, 4/2, 4/4 Instructions	\$ 750.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
2035 Countdown Printables	3290	4/10/2025	INV 32807-1 Sweatshirts P00332 - Boys Tennis	\$ 2,405.74	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5219 CCIDM Inc.	3291	4/10/2025	03/01,03/16, 03/23,03/30,04/01 Trailer Rental P00377- BAND	\$ 3,250.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4475 CA Association of Directors of Activities	3292	4/11/2025	CASL Conference-Balance- Lynsey R. Shano General	\$ 620.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
2578 Stonefire Grill	3293	4/11/2025	Event# E55284 Girls Basketball Food	\$ 1,404.45	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
338 715791 Eric Choi	3294	4/14/2025	Subs for Girls Soccer	\$ 190.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5571 Student Transportation of America	3295	4/21/2025	INV 70283593 NJROTC	\$ 1,573.75	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
295 1 Heidi Hutson	3296	4/22/2025	Reimbursement for Prop Items	\$ 586.22	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
2550 Slam Jam Basketball	3297	4/25/2025	INV 0406 Boys Basketball Tournament	\$ 125.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
2550 Slam Jam Basketball	3298	4/25/2025	INV 0405 Boys Basketball Tournament	\$ 575.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
3649 Dos Pueblos High School Boys Volleyball	3299	4/25/2025	2025 Boys Volleyball Tournament C/O Ehren Hug	\$ 475.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4586 PNK enterprises, Inc (Anderson Trophy Co.)	3300	4/25/2025	INV 726334 04/25 - BOYS Basketball Awards	\$ 952.74	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
3621 Legacy Awards	3301	4/22/2025	INV 4184 Girls Basketball Awards	\$ 1,034.78	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4617 Mitchell R Cohen	3302	4/28/2025	INV 4532b Cross Country Shirts	\$ 270.90	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
248 Colson Phillip	3303	4/28/2025	Reimbursements Track & Field Snack Shack	\$ 331.58	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5382 Olivia Amigo	3304	4/29/2025	INV Amigo40125 DRAMA PLAY PRODUCTION	\$ 1,500.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5702 Fixed In Post Production	3305	4/29/2025	2025 Between the lines Trust	\$ 1,500.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5704 Rachel Ramirez	3306	4/29/2025	2025 Between the lines Trust	\$ 880.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5703 Alyssa French	3307	4/29/2025	2025 Between the lines Trust	\$ 1,125.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5369 Margaret R Joyce	3308	4/29/2025	2025 Between the lines Trust	\$ 1,000.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5365 Cindy L Bradley	3309	4/29/2025	2025 Between the lines Trust	\$ 1,100.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5364 Pablo T Sela	3310	4/29/2025	2025 Between the lines Trust	\$ 700.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4980 Andrew Krezinger	3311	4/29/2025	2025 Between the lines Trust	\$ 880.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5626 Zelda Tabanou	3312	4/29/2025	INV 101 Costume Designs	\$ 750.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
5424 Ameci Pizza	3313	4/30/2025	INV 0407 Pizza for Student Council	\$ 459.00	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826
4740 Dave & Buster's Entertainment, Inc.	3314	4/30/2025	Event Deposit for D&B-Senior Event	\$ 894.60	Apr 2025	9122-1826 CNB Checking - ASB Trust #1826

**EL CAMINO REAL CHARTER HIGH SCHOOL  
CHECK REGISTER  
FUNDRAISING  
April 2025**

Total \$ 1,122.78

Name	Check Number	Date	Memo	Amount	Period	Account (Main)
Chartwells Division Services	0606	4/17/2025	Bagel Wednesday/Sub Teacher lunch	\$ 1,122.78	Apr 2025	9121-1287 CNB Checking - Fundraising #1287

# Coversheet

## Approval of the April 2025, Credit Card Charges

<b>Section:</b>	II. Consent
<b>Item:</b>	G. Approval of the April 2025, Credit Card Charges
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Agenda Item II.G.. Credit Card 1 of 3.pdf Agenda Item II.G. Credit Card 2 of 3.pdf Agenda Item II.G. Credit Card Statement 3 of 3.pdf



**ECRCHS**  
**CREDIT CARD DETAILS**

**APRIL 2025**

Vendor	DATE	PO NUMBER	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
FIVERR *	3/25/2025	PO0195	Technology - board Minutes	DAVID HUSSEY	R.Guinto	\$105.50	TECHNOLOGY	TECHNOLOGY
SMARTANDFINAL 409	3/27/2025	PO11443	Cooking Lab Suplies	DAVID HUSSEY	N.GAMEZ	\$317.77	CTE	CTE
YOU CAN BOOK.ME	3/30/2025	PO11636	Scheduling Calendar -Attendance Office -counceling	DAVID HUSSEY	A.RIOS	\$134.40	OPERATIONS	OPERATIONS
AVIS RENT-A-CAR	3/31/2024	PO12565	Step Team- Performace Sierra high school	DAVID HUSSEY	E.COLEMAN	\$169.83	9150 TRUST	9150 TRUST
AVIS RENT-A-CAR	3/31/2025	PO12565	Step Team- Performace Sierra high school	DAVID HUSSEY	E.COLEMAN	\$124.55	9150 TRUST	9150 TRUST
FACEBK *HEYVPMURQ2	4/1/2025	PO0193	Marketing	DAVID HUSSEY	R.Covarubias	\$402.69	TECHNOLOGY	TECHNOLOGY
GOOGLE *CLOUD DGVTF2	4/10/2025	PO0193	Technology cloud	DAVID HUSSEY	R.Covarubias	\$49.40	TECHNOLOGY	TECHNOLOGY
UNITED STATES ACADEMIC D	4/11/2025	PO00251	Academic Decathalon	DAVID HUSSEY	S.Franklin	\$1,767.24	ACADEMIC	ACADEMIC
SOUTHWES 5262332161868	4/11/2025	PO12488	CASLE STUDENT COUNCIL -SEMINAR AIRFARE	DAVID HUSSEY	S.SHANO	\$683.88	9150 TRUST	9150 TRUST
SOUTHWES 5262332193530	4/14/2025	PO12480	LRP NATIONAL INSTITUTE	DAVID HUSSEY	E.LAREW	\$247.92	SPED	SPED
ALGOLIA 2U2504678067	4/14/2025	po0193	TECHNOLOGY-My Class	DAVID HUSSEY	F.delgado	\$11.50	TECHNOLOGY	TECHNOLOGY
MAILCHIMP	4/14/2025	po10486	MARKETING	DAVID HUSSEY	R.Covarubias	\$425.00	TECHNOLOGY	TECHNOLOGY
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$48.44	Maintanance	Maintanance
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$53.24	Maintanance	Maintanance
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$44.77	Maintanance	Maintanance
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$65.84	Maintanance	Maintanance
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$16.07	Maintanance	Maintanance
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$131.63	Maintanance	Maintanance
THE HOME DEPOT #1070	4/14/2025	PO12564	BUILDING & GROUND	DAVID HUSSEY	C.CANALES	\$277.60	Maintanance	Maintanance
THE HOME DEPOT #1070	4/15/2025	PO0446	Athletics	DAVID HUSSEY	C.PHILIP	\$1,706.61	Athletics Trust	Athletics Trust
SOUTHWES 5262318190280	4/24/2025	PO12488	CASLE STUDENT COUNCIL -SEMINAR AIRFARE	DAVID HUSSEY	L.SHANO	(\$111.97)	9150 trust	9150 trust
B&H PHOTO 800-606-6969	4/24/2025	PO11665	DARK ROOM -PHOTOGRAPHY	DAVID HUSSEY	K.CONTE	\$2,359.84	ACADEMIC /yearbook	ACADEMIC /yearbook
PITNEY BOWES LEASING-S	4/24/2025	PO12562	SCHOOL POSTAGE MACHINE -FEE	DAVID HUSSEY	G.PAEZ	\$36.05	OPERATIONS	OPERATIONS
PITNEY BOWES LEASING-S	4/24/2025	PO12562	SCHOOL POSTAGE MACHINE -FEE	DAVID HUSSEY	G.PAEZ	\$36.05	OPERATIONS	OPERATIONS
PITNEY BOWES LEASING-S	4/24/2025	PO12562	SCHOOL POSTAGE MACHINE	DAVID HUSSEY	G.PAEZ	\$191.53	OPERATIONS	OPERATIONS
PITNEY BOWES LEASING-S	4/24/2025	PO12562	SCHOOL POSTAGE MACHINE	DAVID HUSSEY	G.PAEZ	\$191.86	OPERATIONS	OPERATIONS
PITNEY BOWES LEASING-S	4/24/2025	PO12562	SCHOOL POSTAGE MACHINE -FEE	DAVID HUSSEY	G.PAEZ	\$25.38	OPERATIONS	OPERATIONS
				<b>TOTAL</b>		<b>\$9,512.62</b>		

**ECRCHS**  
**CREDIT CARD DETAILS**  
**APRIL 2025**

Vendor	DATE	PO NUMBER	Description of Expense	Cardholder	Requested By	Amount	Resource	Budget Category
AIRPLUS REFRIGERATION	3/28/2025	PO12563	Cafeteria Walk in fridge Repair	GREGORY WOOD	C.CANALES	\$2,550.50	OPERATIONS	OPERATIONS
365 DISPOSAL AND RECYCLIN	3/31/2025	po12566	Drama Back room cleaning	GREGORY WOOD	H.HUTSON	\$575.00	9150 trust -drama	9150 trust -drama
365 DISPOSAL AND RECYCLIN	3/31/2025	po12566	Drama Back room cleaning	GREGORY WOOD	H.HUTSON	\$500.00	9150 trust -drama	9150 trust -drama
AIRPLUS REFRIGERATION	3/31/2025	PO12563	Cafeteria Walk in fridge Repair	GREGORY WOOD	C.CANALES	\$517.89	Cafeteria	Cafeteria
SMARTANDFINAL 409	4/2/2025	PO11443	Cooking Lab Suplies	GREGORY WOOD	N.GAMEZ	\$472.32	cte	cte
THE HOME DEPOT #1070	4/4/2025	PO12562	School Repair	GREGORY WOOD	C.CANALES	\$132.05	OPERATIONS	OPERATIONS
NYLAS	4/7/2025	PO11446	TECHNOLOGY	GREGORY WOOD	R.GUINTO	\$495.78	OPERATIONS	OPERATIONS
AGUAVIDA PREMIUM WATER	4/07/225	PO11946	ALL STAFF WATER	GREGORY WOOD	G.PAEZ	\$347.90	OPERATIONS	OPERATIONS
THE HOME DEPOT #1070	4/9/2025	PO12562	School Repair	GREGORY WOOD	C.CANALES	\$114.37	OPERATIONS	OPERATIONS
ZOOM.COM 888-799-9666	4/9/2025	PO12537	Marketing	GREGORY WOOD	R.Covarubias	\$174.29	TECHNOLOGY	TECHNOLOGY
AIRPLUS REFRIGERATION	4/9/2025	PO12566	Cafeteria Walk in fridge Repair	GREGORY WOOD	C.CANALES	\$165.32	Athletics Trust	Athletics Trust
LRP PUBLICATIONS	4/10/2025	po12480	SPED CONFRENCE- PHEONIX	GREGORY WOOD	E.LAREW	\$1,810.00	SPED	SPED
SOUTHWES 5262332148934	4/11/2025	po12488	STUDENT COUNCIL	GREGORY WOOD	S.SHANO	\$617.96	9150 TRUST	9150 TRUST
SP REVOLVE LED	4/11/2025	PO0292	LIGHTING-LIGHT BULBS	GREGORY WOOD	J.ADAMS	\$2,952.85	OPERATIONS	OPERATIONS
SMARTANDFINAL 409	4/11/2025	po11443	Cooking Lab Suplies	GREGORY WOOD	N.GAMEZ	\$512.61	CTE	CTE
SMARTANDFINAL 409	4/11/2025	po11443	Cooking Lab Suplies	GREGORY WOOD	N.GAMEZ	\$495.90	CTE	CTE
THE BELVEDERE HOTEL ROOM	4/14/2025	PO12433	New York Drama Competition	GREGORY WOOD	H.HUTSON	\$2,254.68	9150 trust -drama	9150 trust -drama
365 DISPOSAL AND RECYCLIN	4/14/2025	po12566	drama Back room cleaning	GREGORY WOOD	H.HUTSON	(\$500.00)	OPERATIONS	OPERATIONS
AGUAVIDA PREMIUM WATER	4/15/2025	PO11946	ALL STAFF WATER	GREGORY WOOD	G.PAEZ	\$347.90	OPERATIONS	OPERATIONS
THE BELVEDERE HOTEL ROOM	4/17/2025	PO12433	New York Drama Competition	GREGORY WOOD	H.HUTSON	\$61.13	9150 trust -drama	9150 trust -drama
SMARTANDFINAL 409	4/17/2025	PO11443	Cooking Lab Suplies	GREGORY WOOD	N.GAMEZ	\$90.00	CTE	CTE
SMARTANDFINAL 409	4/23/2025	PO11443	Cooking Lab Suplies	GREGORY WOOD	N.GAMEZ	\$400.69	CTE	CTE
HTL*HILTONSACRAMEN	4/25/2025	PO12557	History day Competition	GREGORY WOOD	M.RAZAR	\$1,366.90	SOCIAL STUDIES	SOCIAL STUDIES
SMARTANDFINAL 405	4/25.2025	PO11443	Cooking Lab Suplies	GREGORY WOOD	N.GAMEZ	\$123.27	CTE	CTE
					WOOD TOTAL	\$16,579.31		
					MONTHLY TOTAL	\$26,091.93		



P.O. BOX 6343  
FARGO ND 58125-6343



ACCOUNT NUMBER 4866 9145 5552 6539  
STATEMENT DATE 04-25-2025  
AMOUNT DUE \$26,091.93  
NEW BALANCE \$26,091.93  
PAYMENT DUE ON RECEIPT

000002740 01 SP 106481318593529 S

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

AMOUNT ENCLOSED

\$

Please make check payable to "U.S. Bank"

U.S. BANK CORPORATE PAYMENT SYSTEMS  
P.O. BOX 790428  
ST. LOUIS, MO 63179-0428

4866914555526539 002609193 002609193

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY								
EL CAMINO REAL CHS 4866 9145 5552 6539	Previous Balance	Purchases And Other + Charges	Cash Advances +	Cash Advance Fees +	Late Payment Charges	- Credits	- Payments	New = Balance
Company Total	\$92,539.14	\$26,703.90	\$0.00	\$0.00	\$0.00	\$611.97	\$92,539.14	\$26,091.93

CORPORATE ACCOUNT ACTIVITY				
EL CAMINO REAL CHS 4866-9145-5552-6539		TOTAL CORPORATE ACTIVITY \$92,539.14 CR		
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-08	04-08	74798265098509800011382	PAYMENT-THANK YOU Q	92,539.14 PY

NEW ACTIVITY				
DAVID HUSSEY 4866-9110-0013-3507	CREDITS \$111.97	PURCHASES \$9,624.59	CASH ADV \$0.00	TOTAL ACTIVITY \$9,512.62
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-26	03-25	24036295084718295846299	FIVERR * 954-368-2267 NY	105.50
03-28	03-27	24231685086286511002090	SMARTANDFINAL 409 510-851-8548 CA	317.77
03-31	03-30	24941355090825303282017	AVIS RENT-A-CAR BURBANK CA U303282011	124.55

CUSTOMER SERVICE CALL  800-344-5696	ACCOUNT NUMBER  4866-9145-5552-6539		ACCOUNT SUMMARY	
	STATEMENT DATE  04/25/25DISPUTED AMOUNT  .00		PREVIOUS BALANCE	92,539.14
			PURCHASES & OTHER CHARGES26,703.90	
			CASH ADVANCES	.00
SEND BILLING INQUIRIES TO:  U.S. Bank National Association  C/O U.S. Bancorp Purchasing Card Program P.O. Box 6335 Fargo, ND 58125-6335	AMOUNT DUE   26,091.93		CASH ADVANCE FEES	.00
			LATE PAYMENT CHARGES.00	
			CREDITS	611.97
			PAYMENTS	92,539.14
			ACCOUNT BALANCE	



Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 04-25-2025

**NEW ACTIVITY**

Reference Number	Transaction Description	Amount
24941355090825303282025	AVIS RENT-A-CAR BURBANK CA	169.83
74208475088100012011997	U303282022	
24204295090001643731085	YOU CAN BOOK.ME BEDFORD	134.40
24692165091104953489014	FACEBK *HEYVPMURQ2 650-5434800 CA	402.69
24607945100301005084698	GOOGLE *CLOUD DGVTF2 G.CO/HELPPAY# CA	49.40
24692165100103048764141	UNITED STATES ACADEMIC D 712-366-3700 MN	1,767.24
	SOUTHWES 5262332161868 800-435-9792 TX	683.88
	STOVALL/SIANNA 05-01-25	
24692165100103048764158	BUR WN V SMF WN G BUR	
	SOUTHWES 5262332193530 800-435-9792 TX	247.92
	LAREW/EMILIE 04-27-25	
74692165103105825269501	BUR WN P PHX WN J BUR	
	SOUTHWES 5262318190280 800-435-9792 TX	111.97 CR
	HAQUE/ZAHERA 04-12-25	
	DAL WN Y DAL	
24011345103100088363072	ALGOLIA 2U2504678067 ALGOLIA.COM CA	11.50
24793385102001716395075	MAILCHIMP 678-9990141 GA	425.00
24943015101010198396652	THE HOME DEPOT #6632 WOODLAND HLS CA	48.44
24943015101010204661024	THE HOME DEPOT #1070 WEST HILLS CA	53.24
24943015102010187183011	HOMEDEPOT.COM 800-430-3376 GA	44.77
24943015102010187214030	HOMEDEPOT.COM 800-430-3376 GA	65.84
24943015102010188139368	HOMEDEPOT.COM 800-430-3376 GA	16.07
24943015103010199384911	HOMEDEPOT.COM 800-430-3376 GA	131.63
24943015103010200123654	HOMEDEPOT.COM 800-430-3376 GA	277.60
24943015104010218467423	HOMEDEPOT.COM 800-430-3376 GA	1,706.61
24906415113227605466653	B&H PHOTO 800-606-6969 800-2215743 NY	2,359.84
24088665114227634429077	PITNEY BOWES LEASING-S 844-2566444 CT	36.05
24088665114227634438029	PITNEY BOWES LEASING-S 844-2566444 CT	36.05
24088665114227634438078	PITNEY BOWES LEASING-S 844-2566444 CT	191.53
24088665114227634563776	PITNEY BOWES LEASING-S 844-2566444 CT	191.86
24088665114227634564303	PITNEY BOWES LEASING-S 844-2566444 CT	25.38

<b>WOOD</b>	<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
444-7280	\$500.00	\$17,079.31	\$0.00	\$16,579.31

Reference Number	Transaction Description	Amount
24943005086175613291380	AIRPLUS REFRIGERATION 877-331-1260 CA	2,550.50
24013395087006056031976	365 DISPOSAL AND RECYCLIN 888-4830836 CA	500.00
24013395087006056032156	365 DISPOSAL AND RECYCLIN 888-4830836 CA	575.00
24943005088176966547616	AIRPLUS REFRIGERATION 877-331-1260 CA	517.89
24231685091291828066005	SMARTANDFINAL 409 510-851-8548 CA	472.32
24943015093010202668625	THE HOME DEPOT #1070 WEST HILLS CA	132.05
24064665096100003626666	NYLAS NYLAS.COM CA	495.78
24692165096108981677081	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90
24943015095010200777616	THE HOME DEPOT #1070 WEST HILLS CA	114.37
24011345098100100069613	ZOOM.COM 888-799-9666 ZOOM.US CA	174.29
24943005098183275304117	AIRPLUS REFRIGERATION 877-331-1260 CA	165.32
24943005099878396528473	LRP PUBLICATIONS 561-622-6520 FL	1,810.00
24231685100301506002096	SMARTANDFINAL 409 510-851-8548 CA	495.90
24231685100301506002120	SMARTANDFINAL 409 510-851-8548 CA	512.61
24492165101100003386424	SP REVOLVE LED REVOLVED.CO GA	2,952.85
24692165100103048763986	SOUTHWES 5262332148934 800-435-9792 TX	617.96
	ULIBARRI/EMILY 04-12-25	
	BUR WN Y SJC WN R BUR	
74013395102002708014763	365 DISPOSAL AND RECYCLIN SUN VALLEY CA	500.00 CR
24055225102303732002474	THE BELVEDERE HOTEL ROOM NEW YORK NY	2,254.68
	1 ARRIVAL: 04-11-25	
24692165105106979486282	AGUAVIDA PREMIUM WATER 747-444-9637 CA	347.90



Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 04-25-2025

**NEW ACTIVITY**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-17	04-15	24055225106307935002831	THE BELVEDERE HOTEL ROOM NEW YORK NY 1 ARRIVAL: 04-11-25	61.13
04-17	04-16	24231685106307942011017	SMARTANDFINAL 409 510-851-8548 CA	90.00
04-23	04-22	24231685112314322002923	SMARTANDFINAL 409 510-851-8548 CA	400.69
04-25	04-24	24231685114316495002810	SMARTANDFINAL 405 510-851-8548 CA	123.27
04-25	04-24	24692165114105523154197	HTL*HILTONSACRAMEN 800-468-3578 TX	1,366.90

Department: 00000 Total:	\$26,091.93
Division: 00000 Total:	\$26,091.93

# Coversheet

## April 2025 Investment Update

**Section:** IV. Finance  
**Item:** A. April 2025 Investment Update  
**Purpose:** Discuss

**Submitted by:**

**Related Material:**

Agenda Item IV.A.-El Camino Real Investment Update.pdf

Agenda Item IV.A.-1Q25 El Camino Real Investment Recap-Beacon Pointe.pdf







# El Camino Real Charter High School

## AS OF MARCH 31, 2025

### Beacon Pointe Advisors

24 Corporate Plaza Drive, Suite 150  
Newport Beach, CA 92660  
Phone: (949) 718-1600



## FIRM OVERVIEW

Our combined experience, culture of service, firm stability, and size enable our clients to meet their long-term growth and income objectives.

**20+ Years**

Institutional Investing and  
Consulting Experience

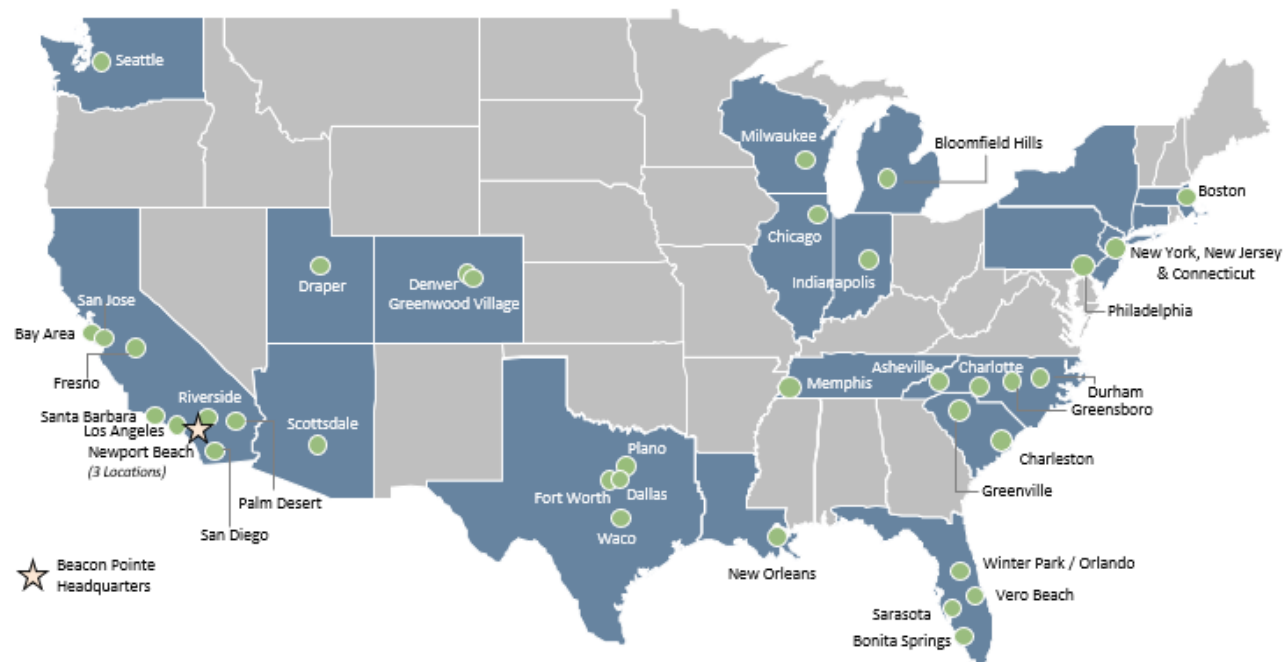
**\$45B**

Assets Under  
Advisement\*

**520**

Investment Professionals  
Across 50+ Regional Offices

### Beacon Pointe Offices



# MARKET PERFORMANCE 1Q25

## U.S. Equities

- The S&P 500 was down -4.3% in the first quarter of 2025 after a strong 2024 (+25.0%). Trade policy announcements and economic uncertainty were the main drivers of the drawdown in the quarter.
- U.S. companies have become cautious about long term investments due to the volatility of the tariff announcement. This uncertainty around future capital expenditure has heightened fears of a recession.
- Energy led all GICS sectors in the quarter, finishing up +10.0%. Information Technology and Consumer Discretionary trailed the most at -11.0% and -11.7% respectively.
- Value (+2.1%) dominated Growth (-10.0%) by a remarkable +12.1% during the quarter, which significantly narrowed the performance gap between the two. Over a one-year period, Value (7.2%) trails Growth (7.8%) by only 0.6%.

## Non-U.S. Equities

- Non-U.S. developed equities posted a positive 6.9% return during the quarter, outperforming domestic equities by 11.1%.
- Emerging Market equities also outperformed domestic equities in 1Q25, posting a 2.9% return. One-year returns for EM equities are in line with domestic and outpace Non-U.S. Developed by +3.2%.
- Non-US equities have buoyed diversified portfolios during the first quarter. Historically low relative valuations combined with heightened economic uncertainty in the U.S. has made them an attractive option for investors.

## U.S. Fixed Income

- U.S. Core taxable bonds returned +2.8% and U.S. Muni bonds were down -0.2% in the quarter. Higher go-forward yields - and high *real* yields – remain positive valuation signals for bonds.
- Yields fell across all maturities in 1Q25. U.S. Treasury 10-year notes ended the quarter down 36 basis points to 4.21%, and 2-year notes were also down 36 basis points to 3.88%. The Yield curve (2x10 year) was flat and remains positively sloped.
- Investment Grade Corporate bonds returned +2.3%, as spreads widened during the quarter by +14 basis points to 94 basis points. U.S. High Yield bonds lagged Investment Grade, posting a positive +1.0% return in 1Q25 as spreads also widened by +60 basis points, ending the quarter at 347 basis points.

## Non-U.S. Fixed Income

- Global Developed Market bonds returned +2.6% for the quarter, slightly underperforming U.S. Core taxable bonds. Yields on the Global Aggregate ended the quarter at 3.62%, with spreads about flat (-1 basis points) in the quarter.
- Emerging Markets Sovereign bonds (EM) finished with a positive return of +2.3%, lagging Global Developed Markets by 0.3% in 1Q25. The yield on EM sovereign debt ended the quarter at 6.53%, with spreads widening by +16 basis points.

# ECONOMIC PERFORMANCE 1Q25

## U.S. Economy

- U.S. GDP increased at a rate of 2.4% in 4Q24. Economists expect GDP to slow to 1.0% in 1Q25. The probability of a recession increased by 10% during the quarter, ending at 30%. However, GDP is projected to increase to 1.5% in 2Q25 and up to 1.8% for the year.
- The Fed held interest rates steady during 1Q25, after cutting rates by 100 basis points in 2024. The Fed is likely on hold as inflation remains sticky above their 2% target. There is continued debate about where the neutral policy rate ( $r^*$ ) is in the current environment but it is most likely well above pre-pandemic levels.
- The ISM Manufacturing PMI averaged 50.1 during 1Q25, up 1.9 points from the prior quarter, which indicates economic expansion and positive momentum. Meanwhile, the ISM Services PMI averaged 52.4, down -1.7 points, signaling a slowdown but remains above the critical mark of 50 (all values above 50 indicate economic expansion).

## Employment

- Job openings fell slightly but remain just over 7.6 million during the quarter, well below the March 2022 peak of 12 million. The quits rate averaged 1.7%, unchanged from the previous quarter. The decrease in job openings and the latest quits rate (1.6%) suggest the labor market is still not in equilibrium after the pandemic shock.
- Non-farm payrolls averaged +152K per month in 1Q25, down -57K from the prior quarter.
- The U.S. Unemployment Rate averaged 4.1% in 1Q25, no change from the prior quarter. Average hourly earnings dropped by 0.2% during the quarter to 3.9%. Labor Force Participation matched the 62.5% seen in 4Q24.

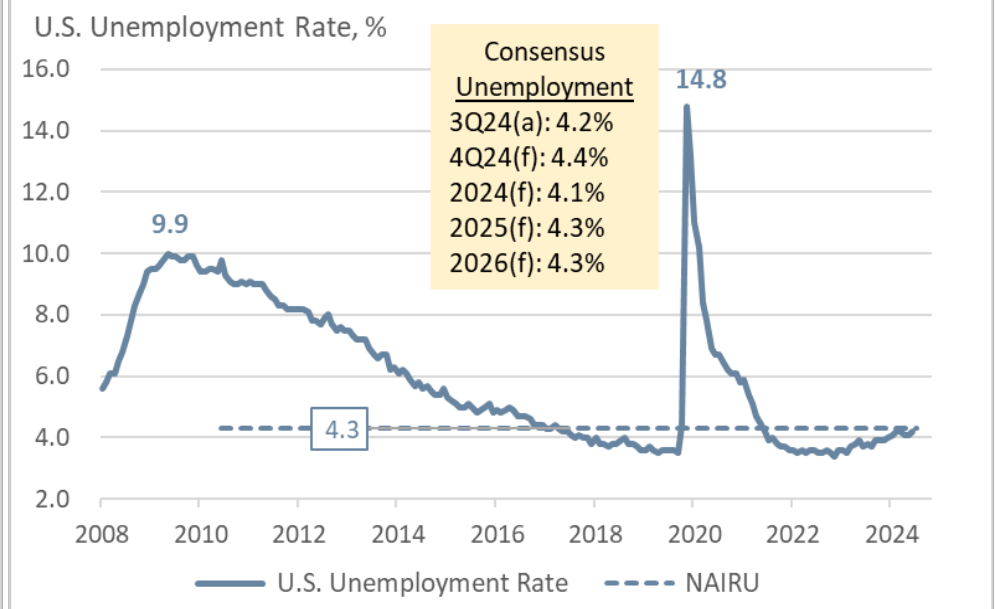
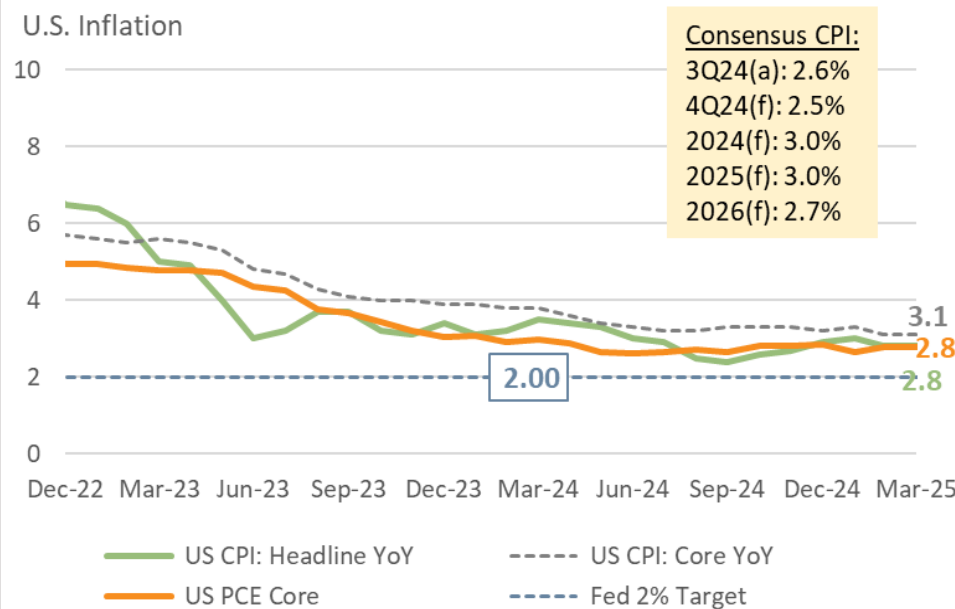
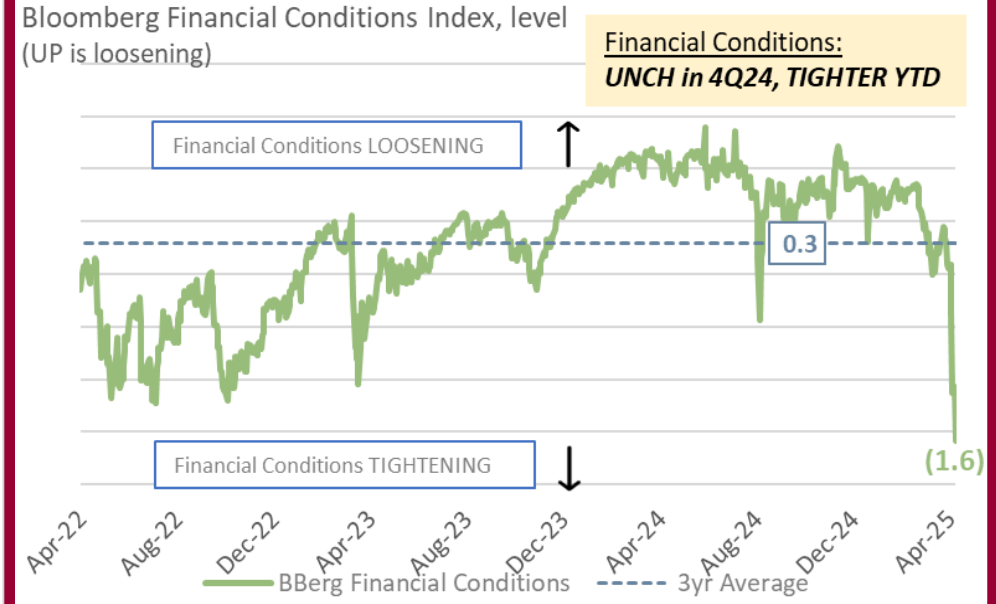
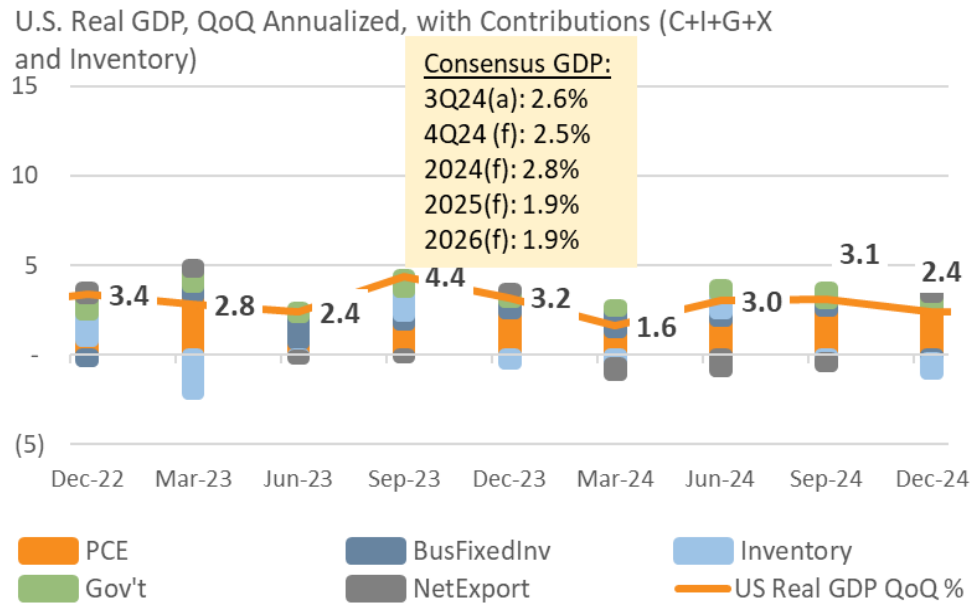
## U.S. Inflation

- Inflation appears to be stabilizing but remains above the Federal Reserve's target, with the U.S. Consumer Price Index (CPI Headline) averaging 2.7% for the quarter, no change from the previous quarter. Projections of 2.8% for the next quarter suggest a slight uptick in price pressures.
- U.S. Core CPI (less food and energy) averaged 3.1% for the quarter, down -0.2% from the 4Q24 average. "Supercore" inflation (Core Services inflation less housing) declined -0.7% to 3.6%. Both measures remain in the market's spotlight because they are well above the Fed's preferred level.
- The U.S. Personal Consumption Expenditure Core Price Index (PCE Core), the Fed's inflation target measure, averaged 2.7% during the quarter, a decrease of -0.1% from the prior quarter. Inflation expectations – an important contributor to *realized* inflation – returned to the upper range of the Fed's comfort zone.

## Financial Conditions/Recession Probabilities

- Financial conditions tightened during the quarter as credit spreads widened and stocks declined. Recession probabilities increased by 10% throughout the quarter. Growing uncertainty around policy proposals was one of the drivers of poor performance. The U.S. dollar depreciated amid expectations of higher tariffs, as reduced U.S. imports led to lower dollar circulation in foreign markets.
- The Fed wants to achieve its 2.0% PCE Core inflation target. The task in the current environment is complicated by tariff cross-currents and by the debate over the neutral rate of interest, or  $r^*$ . It is difficult to manage the Fed's dual mandate given the conflicting signals from the labor and inflation data that may result from tariffs.

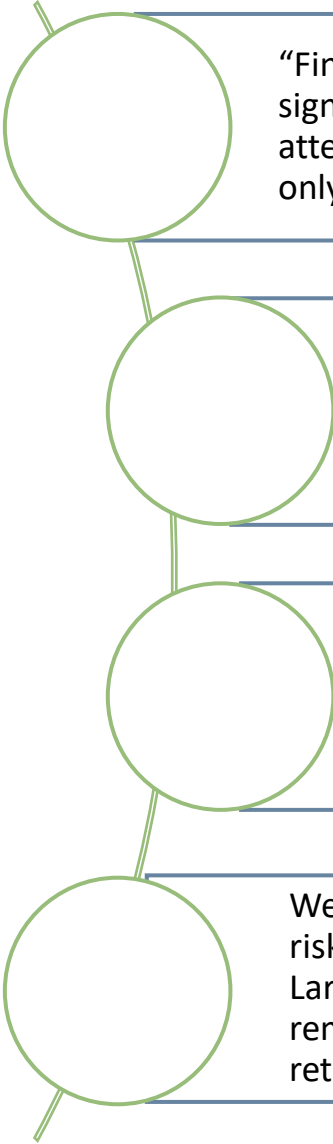
# U.S. ECONOMIC REVIEW



## POINTE OF VIEW

### Secular Theme: “Financial Repression”

### Cyclical Theme: “A whiff of stagflation”



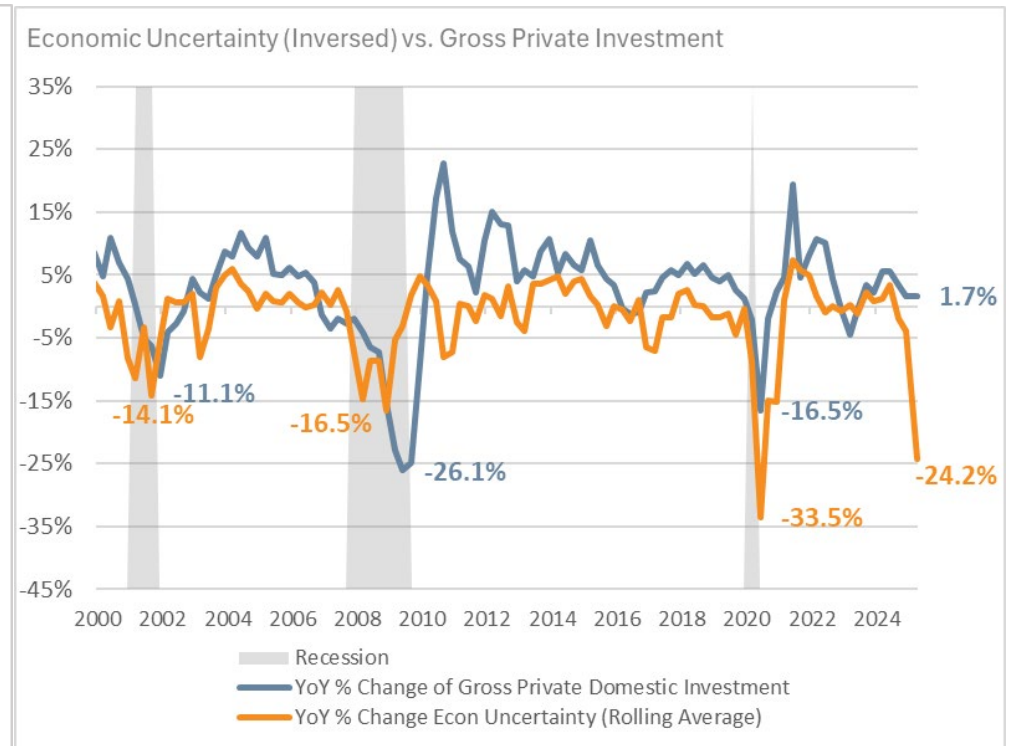
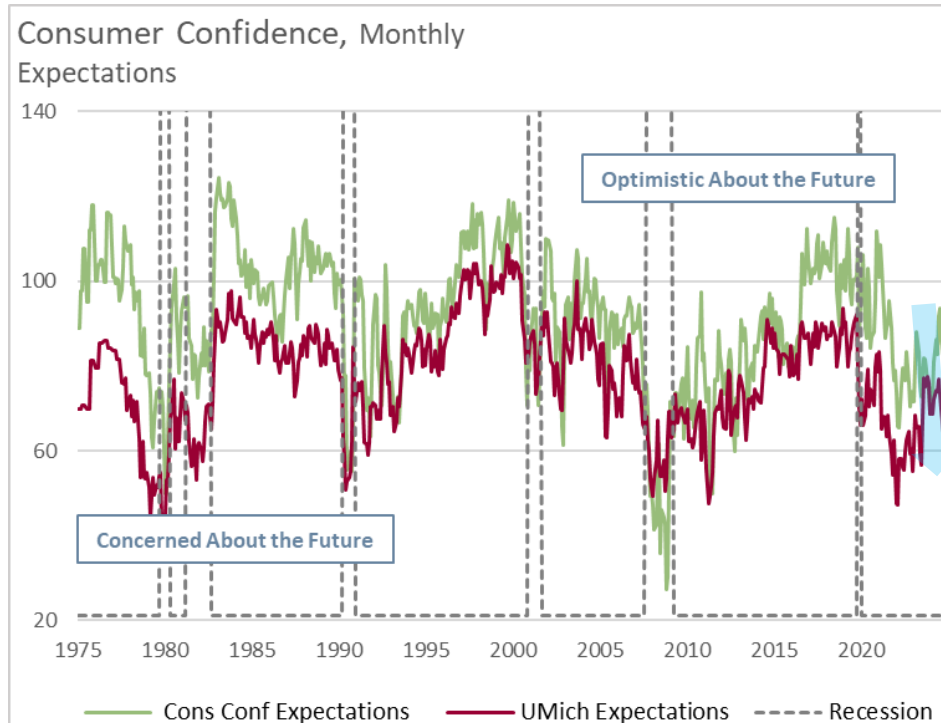
“Financial Repression”<sup>1</sup> remains our primary secular thesis. The U.S. budget deficit and the national debt are significant issues, but only sovereign analysts, economists and the media are focused on it – with little serious attention paid by politicians. The bond market, however, has begun to take notice. Dealing with the debt may only become a priority if market demand for U.S. Treasury securities wanes.

The U.S. economy has taken a hit to confidence with chaotic tariff announcements. We believe the resulting economic uncertainty will result in a slowdown in economic growth and hiring, while inflation looks set to reaccelerate. Monetary policy is complicated by the combination of slower growth and higher-than-target inflation. If needed, the Fed will prioritize supporting the labor market over inflation-fighting *if* they feel tariff-induced inflation is transitory.

Fed policy is poised to remain on hold as central bankers evaluate the tariff cross-currents. A “soft-landing” has been replaced with an uncertain economic outlook that may see a “whiff of stagflation.” *The durability of chaotic tariff policy will ultimately determine the impact on the economy and markets.* There is some evidence to suggest at least a short-term decline in demand for U.S. dollar-denominated assets as investors wrestle with an increasing U.S. risk premium.

We remain “risk on.” Volatile markets have created better valuation entry points and opportunities for selective risk-taking. Relative valuations favor maintaining our Overweight allocation to U.S. Large Cap Value over U.S. Large Cap Growth. We are neutral weight in International equities. Fixed Income yields are attractive, but we remain Underweight to fund our “risk on” posture. We continue to like alternatives given higher expected returns and the ability to reduce volatility.

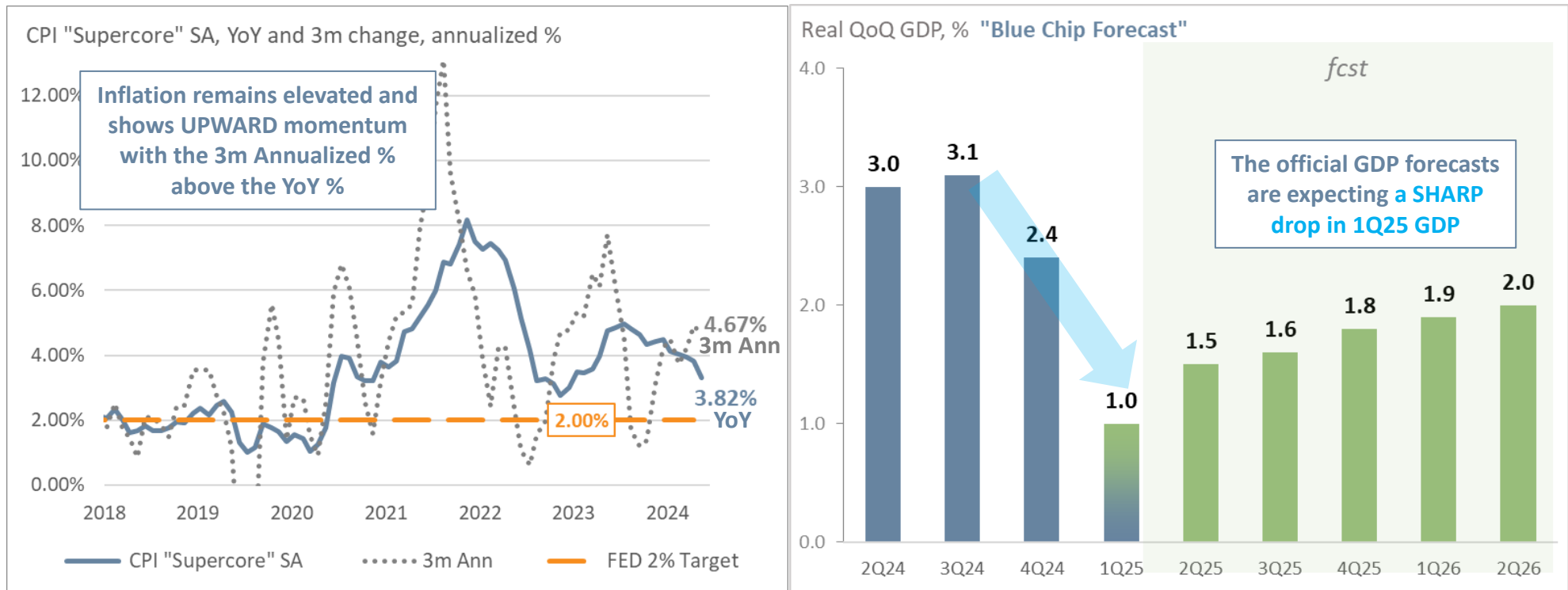
# ECONOMIC UNCERTAINTY AND CONSUMER SENTIMENT



- Consumer expectations for the future have declined sharply, reflecting growing uncertainty about the economic outlook. Historically, such pessimism has aligned with periods of economic stress, signaling that households are bracing for potential headwinds in the months ahead.
- Consumer Conference Expectations tracks expectations of the next 6 months vs. University of Michigan Expectations tracking the next 1-5 years.
- Economic uncertainty has surged year-over-year to a level that historically coincides with a sharp decline in private investment, which makes up around 18% of GDP. Elevated uncertainty continues to weigh on capital spending, underscoring firms' hesitancy to commit resources amid volatile macroeconomic conditions.



# U.S. CYCLICAL OUTLOOK: “A WHIFF OF STAGFLATION”



- The Fed is focused on “Supercore” inflation, or service prices minus food, energy, and housing. Supercore inflation remains elevated but has shown a downward bias over the previous year. As a result, the Fed had initiated a rate-cutting cycle.
- Uncertainty around tariff policy and the effect on inflation dynamics has put the rate cut cycle on hold.
- 1Q 2025 Real GDP estimates have been revised lower amid policy uncertainty and tariff front-running, which drove a spike in imports. Current projections anticipate a gradual recovery as global economic uncertainty begins to ease.

# MARKET PERFORMANCE SUMMARY

As of March 31, 2025

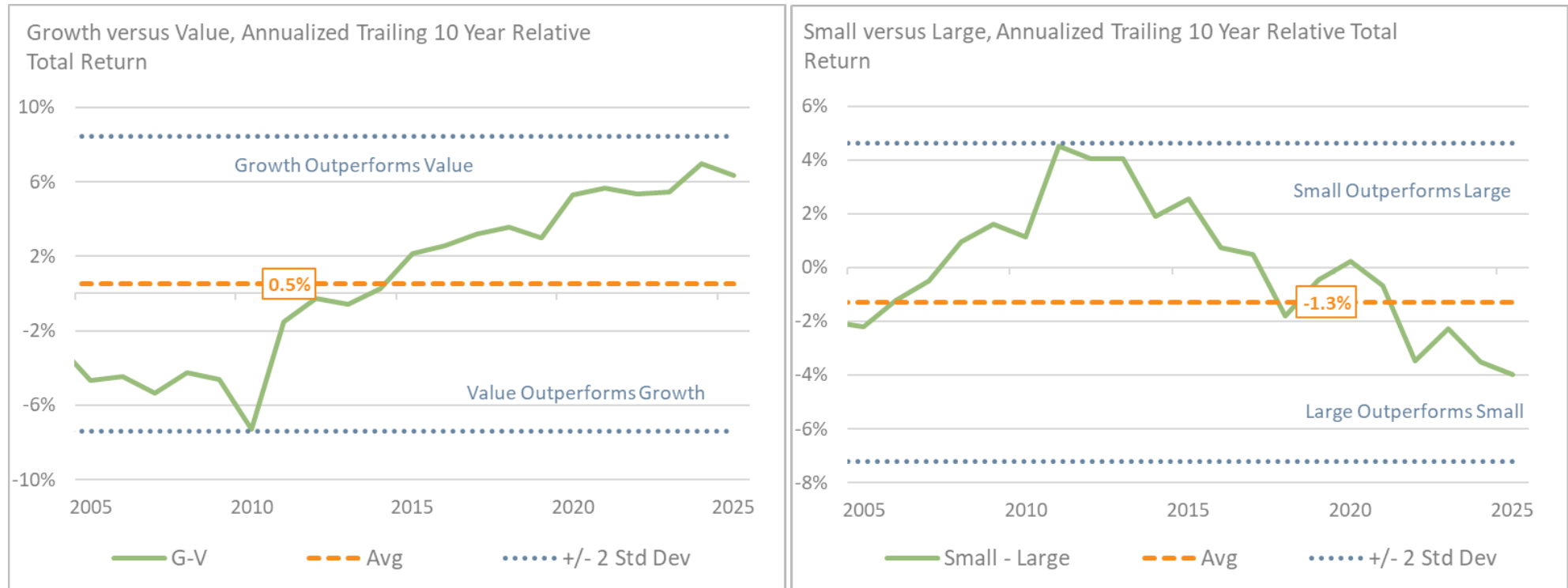
	Quarter	YTD	1 Year	3 Year	5 Year	7 Year	10 Year
	Return	Return	Return	Return	Return	Return	Return
<b>Portfolio Benchmarks</b>							
60% MSCI ACWI: 40% U.S. Aggregate Bond				4.5	8.9	6.3	6.1
70% MSCI ACWI: 30% U.S. Aggregate Bond				5.1	10.5	7.1	6.8
<b>Equity</b>							
S&P 500	-4.3	-4.3	8.3	9.1	18.6	13.2	12.5
Russell 1000 Growth	-10.0	-10.0	7.8	10.1	20.1	16.1	15.1
Russell 1000	-4.6	-4.6	7.4	8.2	17.9	12.4	11.6
Russell 1000 Value	2.1	2.1	7.2	6.6	16.1	9.2	8.8
Russell Mid Cap	-3.4	-3.4	2.6	4.6	16.3	9.2	8.8
Russell 2000	-9.5	-9.5	-4.0	0.5	13.3	5.4	6.3
Russell 3000	-4.7	-4.7	7.2	8.2	18.2	12.5	11.8
MSCI ACWI Ex USA	5.2	5.2	6.1	4.5	10.9	4.5	5.0
MSCI ACWI	-1.3	-1.3	7.2	6.9	15.2	9.1	8.8
MSCI EAFE	6.9	6.9	4.9	6.1	11.8	5.3	5.4
MSCI EM	2.9	2.9	8.1	1.4	7.9	1.6	3.7
<b>Fixed Income</b>							
U.S. Aggregate Bond	2.8	2.8	4.9	0.5	-0.4	1.6	1.5
U.S. Municipal Bond	-0.2	-0.2	1.2	1.5	1.1	2.1	2.1
U.S. Treasury Bill 3m	1.0	1.0	5.0	4.2	2.6	2.5	1.9
U.S. TIPS	4.2	4.2	6.2	0.1	2.4	3.0	2.5
U.S. Investment Grade Corporate	2.3	2.3	4.9	1.1	1.5	2.5	2.4
US High Yield	1.0	1.0	7.7	5.0	7.3	4.9	5.0
Global Aggregate Bonds	2.6	2.6	3.0	-1.6	-1.4	-0.5	0.6
EM Sovereign Debt USD	2.3	2.3	7.4	3.6	3.1	2.4	3.2
<b>Alternatives</b>							
FTSE NAREIT Composite	2.9	2.9	9.2	-1.7	9.7	6.6	5.6
S&P Global Natural Resources	7.1	7.1	-3.8	-1.2	16.2	5.8	6.3
Bloomberg Commodity	8.9	8.9	12.3	-0.8	14.5	5.4	2.8

Source: Beacon Pointe, Morningstar. Data as of March 31, 2025.

**Disclosure:** The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results. The portfolio Benchmark returns are net of 1% Beacon Pointe fees. The Asset Class performance data is presented as reported, without any adjustment for fees.

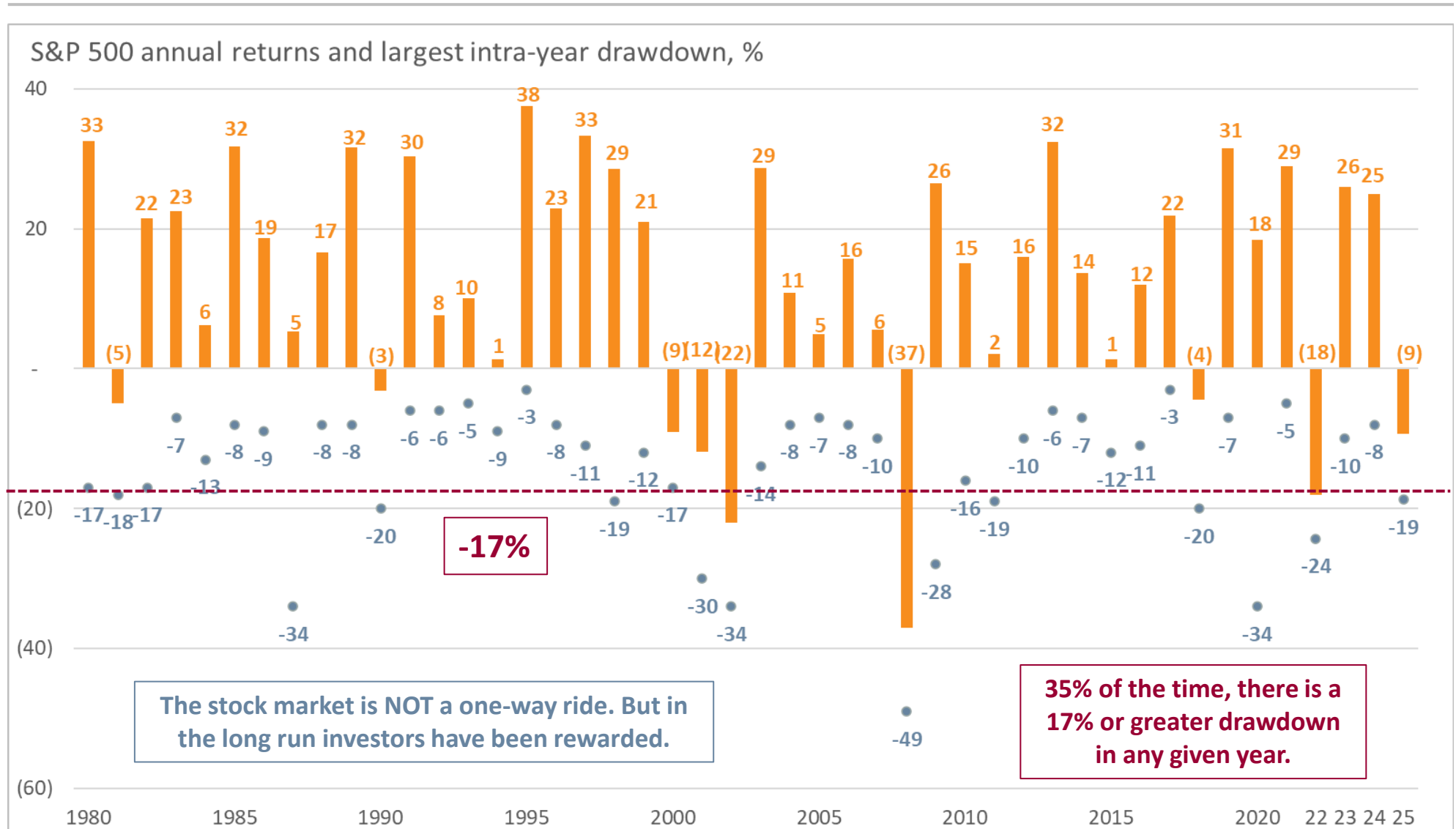


# SIZE – VALUE OUTPERFORMS GROWTH, SMALL-CAP UNDERPERFORMS



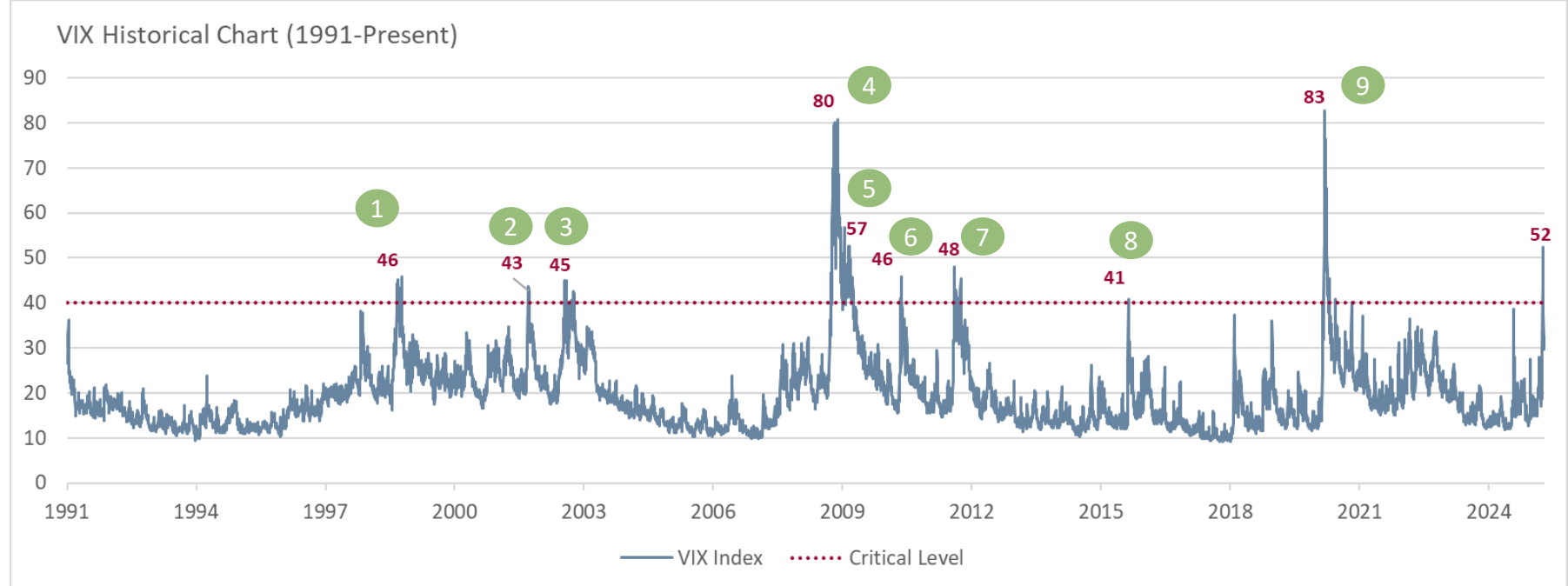
- The Russell 1000 Value index is up 2.1% over the past three months, outperforming the Russell 1000 Growth (down 10.0%) by 12.1%.
- Despite this, Value remains cheap versus Growth based on rolling 10-year relative performance. The relative total return is more than a standard deviation higher than the long-term average.
- The Russell 2000 (Small-Cap Index) is down 9.5% over the past twelve months, underperforming the Russell 1000 (down 4.6%) by 4.9%.
- The Russell 1000 has outperformed the Russell 2000 on average by 1.3% over the past 30 years of rolling 10-year periods. Small-Cap equities remain undervalued relative to Large-Cap.

# ANNUAL RETURNS AND INTRA-YEAR DECLINES



- Large drawdowns should be expected (> 17% every 3 years). Most years end positively, 84% of the time in the last 45 years.

# VOLATILITY CREATES OPPORTUNITIES



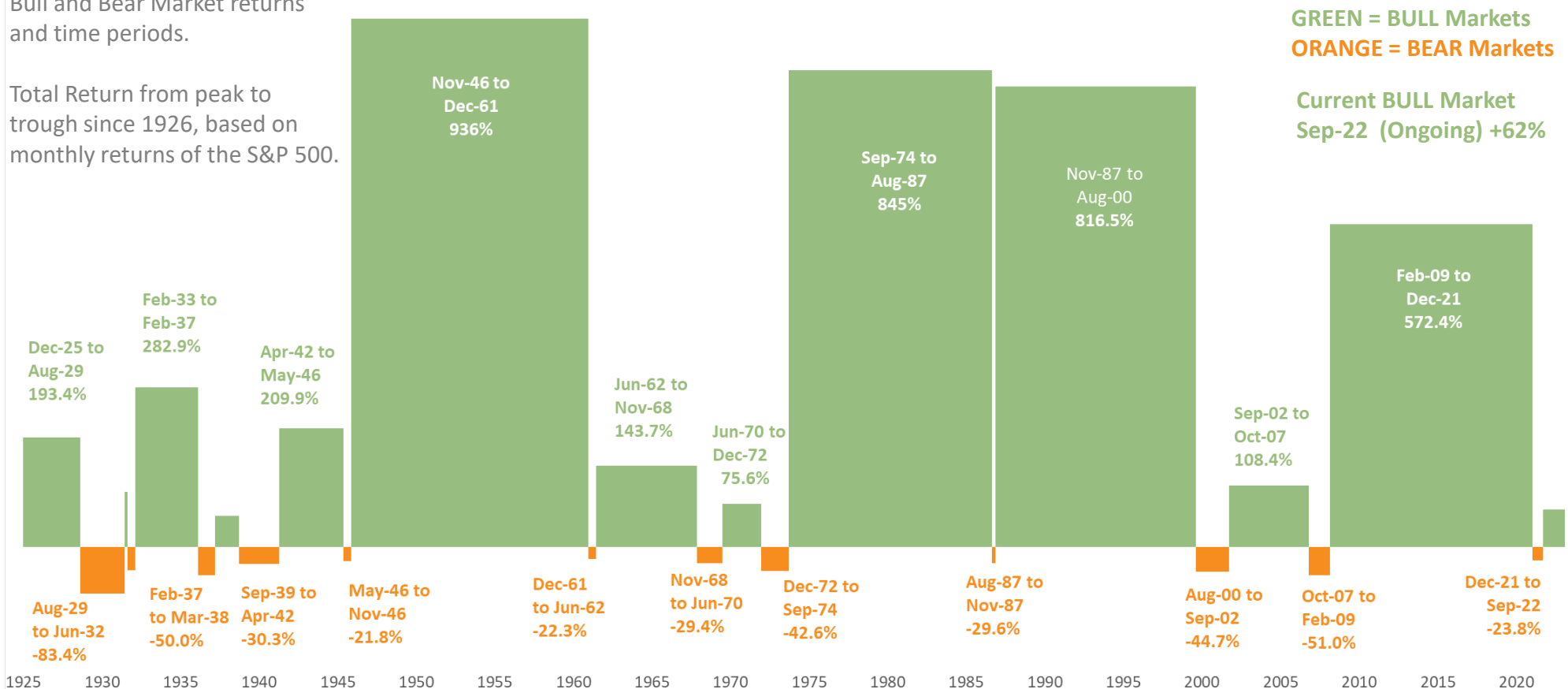
How has the **S&P 500** performed after the VIX breaches **40**:

Reference	Event	Start Date	3m	6m	12m	18m	24m	36m
1	Russia defaults on its debt	8/31/1998	22.0%	30.3%	39.8%	45.6%	62.6%	23.0%
2	9/11 terrorist attack	9/17/2001	9.6%	13.1%	-14.6%	-14.9%	2.1%	13.7%
3	Dot Com crash (Enron, Worldcom)	7/22/2002	9.1%	8.1%	22.7%	43.4%	38.6%	58.7%
4	Global Financial Crisis - Lehman collapse	9/29/2008	-20.8%	-25.1%	-1.5%	10.0%	8.4%	9.3%
5	Global Financial Crisis - (700k job losses)	1/7/2009	-9.4%	-1.6%	29.0%	21.0%	46.5%	50.3%
6	Flash Crash	5/7/2010	1.5%	11.5%	23.1%	17.0%	28.5%	56.0%
7	S&P downgrades US credit rating	8/8/2011	14.7%	22.0%	28.1%	40.3%	58.6%	84.2%
8	China slowdown, PBOC devalues Yuan	8/24/2015	11.0%	3.1%	17.5%	29.2%	34.5%	61.5%
9	Covid-19 Pandemic	2/28/2020	3.1%	19.9%	31.3%	56.4%	52.8%	41.0%
	<b>Average</b>		<b>4.5%</b>	<b>9.0%</b>	<b>19.5%</b>	<b>27.6%</b>	<b>37.0%</b>	<b>44.2%</b>
10	Liberation Day "Trump Tarrifs"	4/4/2025	?	?	?	?	?	?

# BULL MARKETS BUILD WEALTH

Bull and Bear Market returns and time periods.

Total Return from peak to trough since 1926, based on monthly returns of the S&P 500.



- Bull markets build wealth. Bear markets are a temporary phenomena.
- It is not possible to time the market performance. Invest through the cycle.
- We recently approached bear market territory (-18.7%), but we remain in a bull market that started in September 2022 (+62%).

## MACRO THEMES



# CURRENT INVESTMENT THEMES AND CATALYSTS – APRIL 2025

## Secular Theme – “Financial Repression”

- **Financial Repression remains the long-term operating framework** as governments work to reduce the high debt levels accumulated during the 2008/09 Great Financial Crisis and COVID mitigation efforts. Over our cyclical horizon we expect that **repression policies will be paused to monitor inflation dynamics** – they may be resurrected once inflation is subdued, but this is less certain in a world of a higher neutral interest rate ( $r^*$ ).
- **Inflation expectations in the U.S. remain reasonably well anchored** as the Federal Reserve retains its hard-won inflation fighting credibility, a necessary condition as the Fed navigates an economy buffeted by chaotic policy announcements and saddled with historically very high deficit and debt levels.
- **Global trade de-coupling is being aggressively pursued by U.S. policymakers**, and the implications for global growth and inflation are likely to be felt beyond our cyclical horizon, perpetuating uncertainty. The durability and efficacy of this major policy shift remains to be seen.

## Cyclical Outlook – “A whiff of stagflation”

- **High inflation in the post-COVID period** triggered a sharp monetary tightening, impacting interest rate-sensitive sectors and consumers. The combination of monetary restrictiveness and normalizing supply chains caused prices to decline from very high levels, but inflation remains above the Fed’s 2.0% target.
- A “soft landing” appeared to be on offer heading into 2025, but an escalating trade war has called that outcome into question. Given the potential for tariffs to both slow growth and raise prices, we now expect **a whiff of stagflation” scenario** over the coming quarters.
- While tariffs, a slowdown in wage-dampening immigration, policy uncertainty, and reduced consumer confidence are causing downward revisions to the growth outlook, the Administration's policy priorities related to taxes and deregulation are likely to be pro-growth and may provide a boost in 2H25.
- Fed rate cuts **will continue to be dependent on developments in the labor market and the impact of the new Administration's policies on inflation**. A stable labor market and potential tariff-related inflation dynamics will make it difficult for the Fed to continue to lower interest rates meaningfully.
- The destination for rates is highly dependent on what level the Fed determines the “neutral” policy rate (or  $r^*$ ) to be. While this theoretical concept has guided Fed policy in the past, it is dynamic in nature. **A higher neutral rate carries significant implications for policymakers and markets**, complicating financial repression implementation.

## Risks – “Inflation, Recession and Debt Fears”

- The increased probability of an economic slowdown or recession has caused risk markets to reprice lower. Should policy chaos persist or escalate, **risk markets will continue to reprice lower**.
- The Fed’s effort to get inflation under control is working, but a “whiff of stagflation” outlook would complicate policy as the Fed wrestles with whether to focus on supporting growth by lowering rates or raising rates to fight persistent inflation.
- Further increases in the “term premium” - the additional yield required for investors to hold longer-dated bonds and to accept inflation uncertainty - has risen on the back of **unsustainable fiscal metrics, the U.S. sovereign downgrade and policy uncertainty**, challenging the ability of policymakers to pursue financial repression tactics and threatening “higher for longer” interest rates. An economic slowdown would complicate debt reduction policies.
- Risk aversion related to **political dysfunction** may grow, specifically debate around federal government debt levels and governance issues, as the new Administration implements policy priorities articulated during the campaign. The bond market will offer its verdict in real time on these developments.

# PERIODIC TABLE OF RETURNS – MARCH 2025

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	YTD	5 Year	10 Year
US Large Blend	43.30	15.19	5.67	31.74	37.28	1.87	36.39	38.49	28.71	16.09	42.68	33.36	8.88	20.09	15.12
US Large Value	38.82	13.69	1.38	21.31	30.21	0.01	31.49	34.63	28.27	1.46	26.29	25.02	6.86	18.59	12.50
US Large Growth	34.52	13.45	0.87	17.34	25.03	-1.51	28.48	19.96	27.60	-5.30	18.66	15.15	2.93	16.15	8.79
US Small Blend	33.48	13.05	0.55	11.96	22.17	-3.48	26.54	18.40	27.11	-7.54	18.24	14.37	2.78	15.31	6.30
US Small Value	32.53	5.97	0.05	11.77	21.83	-4.38	25.52	18.31	26.65	-13.01	16.93	11.54	2.14	14.51	6.14
US Small Growth	32.39	5.60	-0.81	11.32	15.41	-5.52	22.85	13.49	25.16	-14.45	15.37	10.77	1.78	13.27	6.07
International Equity	22.78	4.96	-0.98	11.19	14.65	-6.05	22.39	10.27	14.82	-14.48	14.65	9.72	1.02	11.77	6.06
Emerging Markets Equity	12.32	4.89	-1.38	7.08	13.66	-8.27	22.01	7.82	11.26	-16.02	11.57	8.05	0.34	10.78	5.40
US Fixed Income	8.96	4.22	-0.27	5.92	13.23	-9.31	19.41	7.51	10.20	-18.11	11.46	7.50	-0.21	8.89	3.71
Cash	5.87	3.36	-3.83	5.37	7.84	-11.01	18.44	4.63	6.12	-20.09	9.83	5.38	-4.27	7.94	3.51
Commodities	0.07	0.03	-4.41	2.65	7.77	-11.25	8.72	2.80	2.83	-20.44	6.07	5.25	-7.74	7.56	3.35
Real Estate	-2.02	-2.19	-7.47	1.00	3.54	-12.86	8.39	0.67	0.05	-24.32	5.53	3.82	-9.48	7.15	2.77
Hedge Funds	-2.60	-4.90	-14.92	0.52	1.70	-13.79	7.69	-3.12	-1.54	-26.36	5.01	2.72	-9.97	2.56	1.87
60%MSCI ACWI / 40% BloomBarc Agg	-9.52	-17.01	-24.66	0.33	0.86	-14.58	2.28	-6.20	-2.54	-29.14	-7.91	1.25	-11.12	-0.40	1.46

Data as of March 31, 2025. Source Data: Morningstar, Inc. & Hedge Fund Research, Inc. (HFR). Indices used: S&P 500, Russell 1000 Value, Russell 1000 Growth, Russell 2000, Russell 2000 Value, Russell 2000 Growth, MSCI EAFE, MSCI EM, BC Agg, BofA 3-month T-Bill, Bloomberg Comm Index, S&P Developed Property, HFRI FOF, MSCI ACWI. Past performance is no guarantee of future results.

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## El Camino Real High School

As of March 31, 2025

	Major Benchmark Returns					
	Quarter	YTD	1 Yr	3 Yrs	5 Yrs	10 Yrs
<b>US Equity</b>						
S&P 500 Index	-4.3	-4.3	8.3	9.1	18.6	12.5
Russell 1000 Index	-4.5	-4.5	7.8	8.7	18.5	12.2
Russell 1000 Growth Index	-10.0	-10.0	7.8	10.1	20.1	15.1
Russell 1000 Value Index	2.1	2.1	7.2	6.6	16.1	8.8
Russell Midcap Index	-3.4	-3.4	2.6	4.6	16.3	8.8
Russell 2000 Index	-9.5	-9.5	-4.0	0.5	13.3	6.3
Russell 2000 Growth Index	-11.1	-11.1	-4.9	0.8	10.8	6.1
Russell 2000 Value Index	-7.7	-7.7	-3.1	0.0	15.3	6.1
Russell 3000 Index	-4.7	-4.7	7.2	8.2	18.2	11.8
<b>International Equity</b>						
MSCI AC World Index	-1.2	-1.2	7.6	7.4	15.7	9.4
MSCI ACWI ex USA Equal-Weighted Index	3.2	3.2	6.3	0.6	8.1	3.6
MSCI EAFE (Net)	6.9	6.9	4.9	6.1	11.8	5.4
<b>Fixed Income</b>						
90 Day U.S. Treasury Bill	1.0	1.0	5.0	4.2	2.6	1.9
Blmbg. U.S. Aggregate Index	2.8	2.8	4.9	0.5	-0.4	1.5
Blmbg. U.S. Government Index	2.9	2.9	4.5	0.0	-1.6	1.0
<b>Real Estate</b>						
FTSE NAREIT All REITs Index	2.9	2.9	8.7	-1.8	9.6	5.5
NCREIF Property Index	1.3	1.3	2.7	-2.1	3.2	5.4
<b>Inflation</b>						
CPI - All Urban Consumers (Unadjusted)	1.3	1.3	2.4	3.6	4.4	3.1



## El Camino Real OPEB-Total Composite

Total Composite  
As of March 31, 2025

	Allocation		Performance (%)								Inception Date
	Market Value \$	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs	Since 3/31/11	Inception	
<b>Total Composite</b>	<b>31,415,003</b>	<b>100.0</b>	<b>-0.1</b>	<b>-0.1</b>	<b>5.4</b>	<b>4.7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.1</b>	<b>Sep-21</b>
<i>Policy Index</i>			<i>0.3</i>	<i>0.3</i>	<i>6.3</i>	<i>4.5</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>2.4</i>	<i>Sep-21</i>
<b>Total Equity</b>	<b>17,759,862</b>	<b>56.5</b>	<b>-1.5</b>	<b>-1.5</b>	<b>4.9</b>	<b>6.7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.3</b>	<b>Sep-21</b>
<i>MSCI AC World Index (Net)</i>			<i>-1.3</i>	<i>-1.3</i>	<i>7.2</i>	<i>6.9</i>	<i>15.2</i>	<i>9.1</i>	<i>8.5</i>	<i>4.8</i>	<i>Sep-21</i>
<b>Total Domestic Equity</b>	<b>12,025,372</b>	<b>38.3</b>	<b>-3.9</b>	<b>-3.9</b>	<b>5.1</b>	<b>7.1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4.5</b>	<b>Sep-21</b>
<i>Russell 3000 Index</i>			<i>-4.7</i>	<i>-4.7</i>	<i>7.2</i>	<i>8.2</i>	<i>18.2</i>	<i>12.5</i>	<i>12.4</i>	<i>6.5</i>	<i>Sep-21</i>
<b>Total International Equity</b>	<b>5,734,490</b>	<b>18.3</b>	<b>4.1</b>	<b>4.1</b>	<b>4.5</b>	<b>6.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1.4</b>	<b>Sep-21</b>
<i>MSCI AC World ex USA (Net)</i>			<i>5.2</i>	<i>5.2</i>	<i>6.1</i>	<i>4.5</i>	<i>10.9</i>	<i>4.5</i>	<i>4.3</i>	<i>1.7</i>	<i>Sep-21</i>
<b>Total Fixed</b>	<b>8,604,205</b>	<b>27.4</b>	<b>2.7</b>	<b>2.7</b>	<b>5.1</b>	<b>1.7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-0.4</b>	<b>Sep-21</b>
<i>Blmbg. U.S. Aggregate Index</i>			<i>2.8</i>	<i>2.8</i>	<i>4.9</i>	<i>0.5</i>	<i>-0.4</i>	<i>1.6</i>	<i>2.2</i>	<i>-1.5</i>	<i>Sep-21</i>
<b>Total Alternatives</b>	<b>4,782,225</b>	<b>15.2</b>	<b>0.1</b>	<b>0.1</b>	<b>8.6</b>	<b>3.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.9</b>	<b>Sep-21</b>
<i>Custom Alts Index</i>			<i>0.3</i>	<i>0.3</i>	<i>7.7</i>	<i>3.0</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>2.5</i>	<i>Sep-21</i>
<b>Total Cash</b>	<b>268,712</b>	<b>0.9</b>	<b>1.1</b>	<b>1.1</b>	<b>4.7</b>	<b>4.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.5</b>	<b>Sep-21</b>
<i>90 Day U.S. Treasury Bill</i>			<i>1.0</i>	<i>1.0</i>	<i>5.0</i>	<i>4.2</i>	<i>2.6</i>	<i>2.5</i>	<i>1.3</i>	<i>3.5</i>	<i>Sep-21</i>

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	12,025,372	38.3	35.0	20.0 - 50.0	3.3	Yes
International Equity	5,734,490	18.3	20.0	10.0 - 30.0	-1.7	Yes
Fixed Income	8,604,205	27.4	30.0	20.0 - 50.0	-2.6	Yes
Alternatives	4,782,225	15.2	15.0	0.0 - 25.0	0.2	Yes
Cash	268,712	0.9	0.0	0.0 - 10.0	0.9	Yes
Total	31,415,003	100.0	100.0		0.0	

## El Camino Real OPEB-Total Composite

Total Portfolio  
As of March 31, 2025

	Allocation		Performance (%)								Inception Date
	Market Value \$	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs	Since 3/31/11	Inception	
<b>Total Composite</b>	<b>31,415,003</b>	<b>100.0</b>	<b>-0.1</b>	<b>-0.1</b>	<b>5.4</b>	<b>4.7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.1</b>	<b>Sep-21</b>
<i>Policy Index</i>			0.3	0.3	6.3	4.5	-	-	-	2.4	
<b>Total Equity</b>	<b>17,759,862</b>	<b>56.5</b>	<b>-1.5</b>	<b>-1.5</b>	<b>4.9</b>	<b>6.7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.3</b>	<b>Sep-21</b>
<i>MSCI AC World Index (Net)</i>			-1.3	-1.3	7.2	6.9	15.2	9.1	8.5	4.8	
<b>Total Domestic Equity</b>	<b>12,025,372</b>	<b>38.3</b>	<b>-3.9</b>	<b>-3.9</b>	<b>5.1</b>	<b>7.1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4.5</b>	<b>Sep-21</b>
<i>Russell 3000 Index</i>			-4.7	-4.7	7.2	8.2	18.2	12.5	12.4	6.5	
Fiduciary Management: Large Cap Instl	2,856,747	9.1	1.3	1.3	3.2	7.7	-	-	-	6.4	Sep-21
<i>Russell 1000 Value Index</i>			2.1	2.1	7.2	6.6	16.1	9.2	10.1	6.5	
Schwab US Large Cap Value Index	1,108,012	3.5	2.1	2.1	7.1	-	-	-	-	12.4	Nov-22
<i>Russell 1000 Value Index</i>			2.1	2.1	7.2	6.6	16.1	9.2	10.1	12.4	
Vanguard S&P 500 ETF	3,847,130	12.2	-4.3	-4.3	8.3	9.0	-	-	-	7.8	Sep-21
<i>S&amp;P 500 Index</i>			-4.3	-4.3	8.3	9.1	18.6	13.2	12.9	7.8	
Schwab US Large Cap Growth Index	2,962,760	9.4	-9.9	-9.9	7.7	-	-	-	-	23.1	Nov-22
<i>Russell 1000 Growth Index</i>			-10.0	-10.0	7.8	10.1	20.1	16.1	15.0	23.1	
Virtus Kar Mid Cap Core I	1,250,723	4.0	-3.4	-3.4	-4.2	-	-	-	-	7.2	Dec-23
<i>CRSP U.S. Mid Cap TR Index</i>			-1.6	-1.6	5.2	4.5	16.2	9.4	10.5	15.7	
<b>Total International Equity</b>	<b>5,734,490</b>	<b>18.3</b>	<b>4.1</b>	<b>4.1</b>	<b>4.5</b>	<b>6.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1.4</b>	<b>Sep-21</b>
<i>MSCI AC World ex USA (Net)</i>			5.2	5.2	6.1	4.5	10.9	4.5	4.3	1.7	
Artisan International Value Instl	2,753,970	8.8	5.5	5.5	7.8	10.0	-	-	-	7.7	Sep-21
<i>MSCI EAFE Value Index (Net)</i>			11.6	11.6	12.8	9.7	14.8	5.4	4.6	7.9	
American Europacific F3	2,324,378	7.4	2.6	2.6	0.3	3.3	-	-	-	-2.4	Sep-21
<i>MSCI EAFE Growth Index (Net)</i>			2.1	2.1	-2.6	2.4	8.5	4.9	5.4	-1.6	

## El Camino Real OPEB-Total Composite

Total Portfolio  
As of March 31, 2025

	Allocation		Performance (%)								
	Market Value \$	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs	Since 3/31/11	Inception	Inception Date
Lazard Emerging Markets Eq Advantage	656,142	2.1	3.0	3.0	8.7	-	-	-	-	14.9	Oct-22
<i>MSCI Emerging Markets (Net)</i>			2.9	2.9	8.1	1.4	7.9	1.6	2.4	12.2	
<b>Total Fixed</b>	<b>8,604,205</b>	<b>27.4</b>	<b>2.7</b>	<b>2.7</b>	<b>5.1</b>	<b>1.7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-0.4</b>	<b>Sep-21</b>
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	-1.5	
PGIM Total Return Bond	4,272,883	13.6	-	-	-	-	-	-	-	0.9	Feb-25
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	2.2	
Dodge & Cox Income	4,331,321	13.8	2.9	2.9	5.5	2.1	-	-	-	0.0	Sep-21
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	-1.5	
<b>Total Alternatives</b>	<b>4,782,225</b>	<b>15.2</b>	<b>0.1</b>	<b>0.1</b>	<b>8.6</b>	<b>3.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.9</b>	<b>Sep-21</b>
<i>Custom Alts Index</i>			0.3	0.3	7.7	3.0	-	-	-	2.5	
Swan Hedged Equity US ETF	1,583,370	5.0	-2.2	-2.2	6.1	6.0	-	-	-	4.9	Sep-21
<i>60% S&amp;P 500 / 40% Bloomberg US Aggregate</i>			-1.5	-1.5	7.0	5.8	10.9	8.8	8.8	4.2	
PGIM Global Real Estate Fund	614,840	2.0	0.9	0.9	3.6	-3.7	-	-	-	-3.1	Sep-21
<i>FTSE EPRA/NAREIT Developed Index</i>			1.9	1.9	5.0	-3.3	7.3	3.2	4.9	-2.7	
Cliffwater Corporate Lending	1,671,119	5.3	2.2	2.2	14.9	-	-	-	-	11.7	Mar-24
<i>Morningstar LSTA U.S. Leveraged Loan</i>			0.5	0.5	6.9	7.2	9.0	5.3	4.8	7.1	
Apollo Diversified Real Estate Fund	912,896	2.9	-0.1	-0.1	6.1	-	-	-	-	5.4	Mar-24
<i>NCREIF National Property Index (3 month lag)</i>			0.9	0.9	0.4	-0.8	3.1	4.1	7.6	-2.4	
<b>Total Cash</b>	<b>268,712</b>	<b>0.9</b>	<b>1.1</b>	<b>1.1</b>	<b>4.7</b>	<b>4.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.5</b>	<b>Sep-21</b>
<i>90 Day U.S. Treasury Bill</i>			1.0	1.0	5.0	4.2	2.6	2.5	1.3	3.5	

## El Camino Real OPEB-Total Composite

As of March 31, 2025

### Benchmark History

From Date	To Date	Benchmark
<b>Total Composite</b>		
09/01/2021	Present	40.00% Blmbg. U.S. Aggregate Index, 60.00% MSCI AC World Index (Net)
<b>Custom Alts Index</b>		
09/01/2021	Present	32.00% FTSE EPRA/NAREIT Developed Index, 11.00% S&P Global Infrastructure, 57.00% 60% S&P 500 / 40% Bloomberg US Aggregate

## El Camino Real GA-Total Composite

Total Composite  
As of March 31, 2025

	Allocation		Performance (%)								Inception Date
	Market Value \$	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs	Since 3/31/11	Inception	
<b>Total Composite</b>	<b>7,028,494</b>	<b>100.0</b>	<b>1.1</b>	<b>1.1</b>	<b>5.2</b>	<b>3.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1.4</b>	<b>Aug-21</b>
<i>Policy Index</i>			1.6	1.6	5.6	2.5	-	-	-	0.6	Aug-21
<b>Total Equity</b>	<b>1,898,474</b>	<b>27.0</b>	<b>-1.6</b>	<b>-1.6</b>	<b>5.0</b>	<b>7.1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4.9</b>	<b>Aug-21</b>
<i>MSCI AC World Index (Net)</i>			-1.3	-1.3	7.2	6.9	15.2	9.1	8.5	5.4	Aug-21
<b>Total Domestic Equity</b>	<b>1,484,282</b>	<b>21.1</b>	<b>-3.2</b>	<b>-3.2</b>	<b>5.7</b>	<b>7.4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5.5</b>	<b>Aug-21</b>
<i>Russell 3000 Index</i>			-4.7	-4.7	7.2	8.2	18.2	12.5	12.4	7.2	Aug-21
<b>Total International Equity</b>	<b>414,192</b>	<b>5.9</b>	<b>4.2</b>	<b>4.2</b>	<b>4.3</b>	<b>6.9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.5</b>	<b>Aug-21</b>
<i>MSCI AC World ex USA (Net)</i>			5.2	5.2	6.1	4.5	10.9	4.5	4.3	2.2	Aug-21
<b>Total Fixed</b>	<b>4,748,307</b>	<b>67.6</b>	<b>2.6</b>	<b>2.6</b>	<b>5.2</b>	<b>1.8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-0.1</b>	<b>Aug-21</b>
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	-1.5	Aug-21
<b>Total Alternatives</b>	<b>335,683</b>	<b>4.8</b>	<b>-2.3</b>	<b>-2.3</b>	<b>5.6</b>	<b>2.3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.3</b>	<b>Aug-21</b>
<b>Total Cash</b>	<b>46,029</b>	<b>0.7</b>	<b>1.4</b>	<b>1.4</b>	<b>5.4</b>	<b>4.5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.6</b>	<b>Aug-21</b>
<i>90 Day U.S. Treasury Bill</i>			1.0	1.0	5.0	4.2	2.6	2.5	1.3	3.5	Aug-21

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	1,484,282	21.1	20.0	10.0 - 30.0	1.1	Yes
International Equity	414,192	5.9	5.0	0.0 - 15.0	0.9	Yes
Fixed Income	4,748,307	67.6	70.0	50.0 - 90.0	-2.4	Yes
Alternatives	335,683	4.8	5.0	0.0 - 15.0	-0.2	Yes
Cash	46,029	0.7	0.0	0.0 - 20.0	0.7	Yes
Total	7,028,494	100.0	100.0		0.0	

## El Camino Real GA-Total Composite

Total Portfolio  
As of March 31, 2025

	Allocation		Performance (%)								Inception Date
	Market Value \$	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs	Since 3/31/11	Inception	
<b>Total Composite</b>	<b>7,028,494</b>	<b>100.0</b>	<b>1.1</b>	<b>1.1</b>	<b>5.2</b>	<b>3.2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1.4</b>	<b>Aug-21</b>
<i>Policy Index</i>			1.6	1.6	5.6	2.5	-	-	-	0.6	
<b>Total Equity</b>	<b>1,898,474</b>	<b>27.0</b>	<b>-1.6</b>	<b>-1.6</b>	<b>5.0</b>	<b>7.1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4.9</b>	<b>Aug-21</b>
<i>MSCI AC World Index (Net)</i>			-1.3	-1.3	7.2	6.9	15.2	9.1	8.5	5.4	
<b>Total Domestic Equity</b>	<b>1,484,282</b>	<b>21.1</b>	<b>-3.2</b>	<b>-3.2</b>	<b>5.7</b>	<b>7.4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5.5</b>	<b>Aug-21</b>
<i>Russell 3000 Index</i>			-4.7	-4.7	7.2	8.2	18.2	12.5	12.4	7.2	
Fiduciary Management: Large Cap	468,647	6.7	1.2	1.2	3.1	7.7	-	-	-	6.7	Aug-21
<i>Russell 1000 Value Index</i>			2.1	2.1	7.2	6.6	16.1	9.2	10.1	6.9	
Schwab Large Cap Value	157,419	2.2	2.1	2.1	7.1	-	-	-	-	13.5	Apr-23
<i>Russell 3000 Value Index</i>			1.6	1.6	6.7	6.3	16.1	9.0	9.9	13.2	
Vanguard S&P 500 ETF	584,830	8.3	-4.3	-4.3	8.3	9.0	-	-	-	8.5	Aug-21
<i>S&amp;P 500</i>			-4.3	-4.3	8.3	9.1	18.6	13.2	12.9	8.5	
Schwab US Large Cap Growth Index	273,387	3.9	-9.9	-9.9	7.7	-	-	-	-	23.1	Nov-22
<i>Russell 1000 Growth Index</i>			-10.0	-10.0	7.8	10.1	20.1	16.1	15.0	23.1	
<b>Total International Equity</b>	<b>414,192</b>	<b>5.9</b>	<b>4.2</b>	<b>4.2</b>	<b>4.3</b>	<b>6.9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.5</b>	<b>Aug-21</b>
<i>MSCI AC World ex USA (Net)</i>			5.2	5.2	6.1	4.5	10.9	4.5	4.3	2.2	
Artisan International Value Instl	211,540	3.0	5.5	5.5	7.8	10.0	-	-	-	7.6	Aug-21
<i>MSCI EAFE Value Index (Net)</i>			11.6	11.6	12.8	9.7	14.8	5.4	4.6	8.1	
American Funds Europacific Growth	202,653	2.9	2.6	2.6	0.3	3.3	-	-	-	-1.5	Aug-21
<i>MSCI EAFE Growth Index (Net)</i>			2.1	2.1	-2.6	2.4	8.5	4.9	5.4	-0.9	
<b>Total Fixed</b>	<b>4,748,307</b>	<b>67.6</b>	<b>2.6</b>	<b>2.6</b>	<b>5.2</b>	<b>1.8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-0.1</b>	<b>Aug-21</b>
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	-1.5	

## El Camino Real GA-Total Composite

Total Portfolio  
As of March 31, 2025

	Allocation		Performance (%)								
	Market Value \$	% of Portfolio	3 Mo	YTD	1 Yr	3 Yrs	5 Yrs	7 Yrs	Since 3/31/11	Inception	Inception Date
Dodge & Cox Income	1,881,820	26.8	2.9	2.9	5.5	2.1	-	-	-	0.0	Aug-21
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	-1.5	
PGIM Total Return Bond	1,859,961	26.5	-	-	-	-	-	-	-	0.9	Feb-25
<i>Blmbg. U.S. Aggregate Index</i>			2.8	2.8	4.9	0.5	-0.4	1.6	2.2	2.2	
PIMCO Low Duration	1,006,526	14.3	1.7	1.7	6.0	3.0	-	-	-	1.5	Aug-21
<i>Bloomberg U.S. Government 1-3 Year Index</i>			1.6	1.6	5.4	2.9	1.2	2.0	1.3	1.4	
<b>Total Alternatives</b>	<b>335,683</b>	<b>4.8</b>	<b>-2.3</b>	<b>-2.3</b>	<b>5.6</b>	<b>2.3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.3</b>	<b>Aug-21</b>
Swan Hedged Equity US ETF	335,683	4.8	-2.2	-2.2	6.1	6.0	-	-	-	5.4	Aug-21
<i>60% S&amp;P 500 / 40% Bloomberg US Aggregate</i>			-1.5	-1.5	7.0	5.8	10.9	8.8	8.8	4.6	
<b>Total Cash</b>	<b>46,029</b>	<b>0.7</b>	<b>1.4</b>	<b>1.4</b>	<b>5.4</b>	<b>4.5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.6</b>	<b>Aug-21</b>
<i>90 Day U.S. Treasury Bill</i>			1.0	1.0	5.0	4.2	2.6	2.5	1.3	3.5	
FIRST AM US TREAS MM CL Z	46,029	0.7	1.4	1.4	5.4	4.5	-	-	-	3.6	Aug-21
<i>90 Day U.S. Treasury Bill</i>			1.0	1.0	5.0	4.2	2.6	2.5	1.3	3.5	

## El Camino Real GA-Total Composite

As of March 31, 2025

### Benchmark History

From Date	To Date	Benchmark
<b>Total Composite</b>		
08/01/2021	Present	70.00% Blmbg. U.S. Aggregate Index, 30.00% MSCI AC World Index (Net)
<b>Custom Alts Index</b>		
08/01/2021	Present	100.00% 60% S&P 500 / 40% Bloomberg US Aggregate



## Performance Disclosures

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**Risks:** An investment in the strategy presented herein has risks, including losing some or all of the invested capital. Asset allocation, diversification, and rebalancing do not ensure a profit or protect against loss in declining markets. No guarantee or representation is made that the described strategy will be successful, and investment results may vary substantially over time. Carefully consider the risks and suitability of the described strategy.

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# Performance Disclosures

## Definitions

**Alpha:** A measure of risk adjusted return. Alpha measures the difference between a portfolio's actual returns and the minimum expected to deliver based on its level of risk. Theoretically, if risk should equal to a higher return. A positive alpha means the fund has beaten expectations. A negative alpha indicates that the fund has failed to match expected performance. If its level of risk is the same as a lower performing manager, it would be a higher alpha.

**Annualized Return:** The average amount of money earned on an investment each year over a given time period. An annualized total return provides only a snapshot of an investment's performance and does not indicate the volatility. Annualized total return merely provides a geometric average rather than an arithmetic average.

**Beta:** Beta represents the systematic risk of a portfolio and measures its sensitivity to a benchmark. A portfolio with a beta of one is as risky as the benchmark and would therefore provide expected returns equal to those of the market benchmark during periods up and down. A portfolio with a beta of two would move approximately twice as much as the benchmark.

**Cumulative Return:** The average amount of an investment as gained or lost over time in the length of the period in which it is presented as a percentage. The cumulative return is the mathematical return of the following calculation:  $\frac{\text{Current Price of Security} - \text{Original Price of Security}}{\text{Original Price of Security}}$

**Excess Returns:** Excess return represents the difference between the returns of two portfolios in a typical application. Excess return provides a measure of the difference between a manager's return and the return of a benchmark for that manager in the context of a benchmark. Excess return refers to the difference between a manager or market benchmark and bills. A positive excess return implies that the manager outperformed the benchmark.

**Maximum Drawdown:** A risk metric indicating capital preservation. The maximum drawdown measures the peak to trough loss of investment.

**Sharpe Ratio:** Represents the added value over the risk-free rate per unit of volatility risk.

**Standard Deviation:** Shows how much variation or dispersion exists from the average mean or expected value. The more spread apart the data points are, the higher the deviation. In finance, standard deviation is applied to the annual rate of return of an investment to measure the investment's volatility.

**Up/down Capture:** The up and down capture is a measure of how well a manager could replicate or improve on changes of positive benchmark returns and how the manager was affected by changes of negative benchmark returns.

**MSCI ACWI ex USA Index:** ☐ Measures large and mid cap representation across ☐ of ☐ Developed Markets **DM** countries ☐ excluding the ☐ and ☐ 4 Emerging Markets **EM** countries ☐ in a ☐ proximal ☐ constituents in ☐ ex-colonial ☐ proximal ☐ 85% of the ☐ local equities ☐ or ☐ unlisted ☐ securities in the ☐

# Glossar of Indices

**MSCI EAFE Index:** A broad recognize benchmark for U.S. investors to measure international equity performance. The index captures large and mid cap representation across 21 Developed Markets countries around the globe excluding the U.S. and Canada.

**MSCI Emerging Markets Index:** A free float adjusted market capitalization index that is designed to measure large and mid cap equity market performance of emerging markets. The index consists of the following 4 emerging market countries: Brazil, Chile, Colombia, Czech Republic, Egypt, Greece, Hungary, India, Indonesia, Korea, Kuwait, Malaysia, Mexico, Peru, Philippines, Poland, Qatar, Saudi Arabia, South Africa, Taiwan, Turkey, and United Arab Emirates.

**Russell 1000 Index:** Measures the performance of the large cap segment of the U.S. equity universe. The index is a subset of the Russell 2000® index and includes approximately 1000 of the largest securities based on a combination of their market cap and current index members. The Russell 1000 represents approximately 80% of the U.S. market. The Russell 1000 index is constructed to provide a comprehensive and unbiased parameter for the large cap segment and is completely reconstituted annually to ensure new and growing equities are reflected.

**Russell 1000 Growth Index:** Measures the performance of the large cap growth segment of the U.S. equity universe. The index includes those Russell 1000 companies with higher price-to-book ratios and higher forecasted growth values. The Russell 1000 Growth index is constructed to provide a comprehensive and unbiased parameter for the large cap growth segment. The index is completely reconstituted annually to ensure new and growing equities are included and the represented companies continue to reflect growth characteristics.

**Russell 1000 Value Index:** Measures the performance of the large cap value segment of the U.S. equity universe. The index includes those Russell 1000 companies with lower price-to-book ratios and lower expected growth values. The Russell 1000 Value index is constructed to provide a comprehensive and unbiased parameter for the large cap value segment. The index is completely reconstituted annually to ensure new and growing equities are included and the represented companies continue to reflect value characteristics.

**Russell 2000 Index:** Measures the performance of the small cap segment of the U.S. equity universe. The Russell 2000 index is a subset of the Russell 2000® index representing approximately 7% of the total market capitalization of the index. The index includes approximately 2000 of the smallest securities based on a combination of their market cap and current index members. The Russell 2000 is constructed to provide a comprehensive and unbiased small cap parameter and is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true small cap portfolio.

**Russell 2000 Growth Index:** Measures the performance of the small cap growth segment of the U.S. equity universe. The index includes those Russell 2000 companies with higher price-to-value ratios and higher forecasted growth values. The Russell 2000 Growth index is constructed to provide a comprehensive and unbiased parameter for the small cap growth segment. The index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true small cap portfolio and the represented companies continue to reflect growth characteristics.

**Russell 2000 Value Index:** Measures the performance of small cap value segment of the U.S. equity universe. The index includes those Russell 2000 companies with lower price-to-book ratios and lower forecasted growth values. The Russell 2000 Value index is constructed to provide a comprehensive and unbiased parameter for the small cap value segment. The index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true small cap portfolio and the represented companies continue to reflect value characteristics.

**Russell 3000 Index:** Measures the performance of the largest 3000 U.S. companies representing approximately 6% of the investable U.S. equity market. The Russell 3000 index is constructed to provide a comprehensive, unbiased, and stable parameter of the broad market and is completely reconstituted annually to ensure new and growing equities are reflected.

**Russell Midcap Index:** Measures the performance of the mid cap segment of the U.S. equity universe. The Russell Midcap index is a subset of the Russell 2000® index. The index includes approximately 800 of the smallest securities based on a combination of their market cap and current index members. The Russell Midcap index represents approximately 10% of the total market capitalization of the Russell 2000 companies. The Russell Midcap index is constructed to provide a comprehensive and unbiased parameter for the mid cap segment. The index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true mid cap portfolio.

**S&P 500:** A free float market capitalization weighted index of 500 of the largest U.S. companies. The index is calculated on a total return basis and is not available for direct investment.

Thank you for your continued confidence in Beacon Pointe. We appreciate your business.

# Coversheet

## April 2025 Financial Update

<b>Section:</b>	IV. Finance
<b>Item:</b>	B. April 2025 Financial Update
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Agenda Item IV.B,-Financial Updates P-2 Enrollment&ADA.pdf

**ECRCHS**  
**2024-2025**  
**MONTHLY ENROLLMENT**  
**AND ADA**  
**FUNDED P-2**

**Enrollment****2024-2025**

		# of Days							
2024-2025		18	19	20	14	19	19	19	19
2023-2024		17	19	20	14	18	20	19	14
		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
Current Year		2,945	2,950	2,937	2,928	2,889	2,879	2,864	2,856
Prior Year		3,166	3,167	3,159	3,086	3,125	3,112	3,098	3,086
Difference		(221)	(217)	(222)	(158)	(236)	(233)	(234)	(230)
		-7.0%	-6.9%	-7.0%	-5.1%	-7.6%	-7.5%	-7.6%	-7.5%

**ADA**

Current Year		50,996	53,257	55,199	38,650	51,674	43,101	50,961	50,646	394,484	
Independent Study		1,708	2,097	2,499	1,813	2,852	2,720	2,977	2,953		YTD ADA %
				57,132	47,156	63,645	63,645	62,329			92.3%
ADA (per month)		2,833.11	2,803.00	2,759.95	2,760.71	2,719.68	2,268.47	2,682.16	2,665.58	2,683.56	
								NPS/ESY		3.48	
								Combined		2,687.04	
ADA (per month-P/Year)								Lower ADA Funded vs. Last Budget		(28.59)	\$ (411,629)
ADA %		96.2%	95.0%	94.0%	94.3%	94.1%	78.8%	93.7%	93.3%	2,712.15	2024-25 Second Interim
										2023-2024	Difference
By Grade Level	9th	656	660	654	651	644	648	644	643	681	(38)
2024-2025	10th	693	695	695	692	686	688	688	692	772	(80)
	11th	776	776	773	774	773	768	766	761	795	(34)
	12th	820	819	815	811	780	773	766	760	838	(78)
Enrollment		2,945	2,950	2,937	2,928	2,883	2,877	2,864	2,856	3,086	(230)
LCFF Revenue Loss from Lower Enrolment										\$ (2,774,941)	

## Coversheet

### Discussion and Vote for the Renewal of 2025-2026 Food Service Contract with Chartwells

**Section:** V. School Business  
**Item:** A. Discussion and Vote for the Renewal of 2025-2026 Food Service  
Contract with Chartwells  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Agenda Item V.A.-Chartwells Food Service Contrat Extension for 2025-2026.pdf  
Agenda Item V.A.-Chartwells Food Service Contrat for 2025-2026.pdf

**CONTRACT EXTENSION (#1)**☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages1

Renewal (Extension Number)

**3**

Agreement Number (Base year)

**RFP 2022-01**

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

**SCHOOL FOOD AUTHORITY'S NAME**

El Camino Real Charter High School

**FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER**

Compass Group USA, Inc., by and through its Chartwells Division (56-1874931)

2. Base year contract term: Effective date: **July 1, 2022** Expiration date: **June 30, 2023**  
 Extension year: Effective date: **July 1, 2025** Expiration date: **June 30, 2026**
3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals: \$1,584,618.78 (a maximum dollar amount)
4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**
5. Page 5, Section D. Contract Cost Adjustment, first paragraph is hereby deleted and replaced with the following:

"The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home CPI regional index: Los Angeles. The November CPI value will be used as a representation of the change in CPI. Such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA. Of note, the CPI fee increases should be applied to individual meal or unit costs."

\* Under 2 CFR Part 200, a cost-reimbursable contract is allowable and expenditures are directly tied to the actual costs incurred during the performance of the contract. Since the goal of this structure is to ensure that the program remains fully funded to meet the nutritional needs of the students, the financial limits are based on the actual incurred costs rather than a capped total amount. As long as these costs are reasonable (2 CFR §200.402), allowable (2 CFR §200.404), properly allocated (2 CFR §200.405) and documented (2 CFR §200.302, this type of contract is not restricted by a pre-set maximum dollar value.

**Cost Per Meal**

Note: Prices must **not** include values of USDA Foods, and must include all meal programs.  
 All costs are based on the average daily participation of 1,363 students in the district and 180 days.

LINE ITEM	UNIT*	RATE	TOTAL
Breakfast	174,354	\$2.8531	\$497,449.39
Lunch	221,665	\$4.6822	\$1,037,879.80
Non-reimbursable Meals	10,527	\$4.6822	\$49,289.51
Total	406,546		\$1,584,618.78

\*Units provided by SFA



## [SIGNATURE PAGE TO FOLLOW]

<b>FOOD SERVICE MANAGEMENT COMPANY</b>	
CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.) <b>Compass Groups USA, Inc., by and through its Chartwells Division</b>	
BY (Authorized Signature) 	DATE SIGNED (Do not type)  
PRINTED NAME AND TITLE OF PERSON SIGNING <b>Amy Shaffer, Chief Executive Office</b>	
ADDRESS <b>2 International Drive, Rye Brook, NY 10573</b>	
<b>SCHOOL FOOD AUTHORITY</b>	
SCHOOL FOOD AUTHORITY NAME <b>El Camino Real Charter High School</b>	
BY (Authorized Signature) 	DATE SIGNED (Do not type) <b>MAY 1, 2025</b>
PRINTED NAME AND TITLE OF PERSON SIGNING <b>David Hussey, Executive Director</b>	
ADDRESS <b>5440 Valley Circle Blvd. Woodland Hills, CA 91367</b>	

## INSTRUCTIONS FOR USE:

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.

**CONTRACT AMENDMENT**☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED~~3~~ **8** Pages

Renewal (Extension Number)	Agreement Number (Base year)
3	RFP 2022-01
Amendment	
A	

1. This Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

El Camino Real Charter High School

FOOD SERVICE MANAGEMENT COMPANY'S NAME

Compass Group USA, Inc., by and through its Chartwells Division (56-1874931)

2. This amendment effective July 1, 2025 and amends our original contract. The amendment remains in effect until termination of contract.

3. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

**NOTE:** The following terms have been amended to reflect current federal regulation. The numbering is according to the CDE Sample Request for Proposal and Model Fixed-Price contract. If you did not use the CDE Sample Request for Proposal and Model Fixed-Price contract, please number these provisions appropriately for your existing contract. Keep all highlighted verbiage but remove the highlighting before submitting to CDE.

## **Section V. of the 2025-26 Contract is hereby deleted in its entirety with the following substituted therefore:**

### **V. Buy American and California Agricultural Preference Requirements**

#### **A. Food Service Management Company Responsibilities**

1. The FSMC will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks. (7 CFR 220.16(d) and 7 CFR 210.21(d))
2. The FSMC must submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume (USDA Policy Memo SP 38-2017). (7 CFR 220.16(d)(1)(ii) and 7 CFR 210.21(d)(1)(ii))
3. The FSMC must notify the SFA in writing at least **ten (10) days prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes for the SFA to consider and provide an explanation for the following:
  - a) Why the domestic product is not produced or manufactured in sufficient and reasonably available quantities of a satisfactory quality; and/or
  - b) Per Final Rule (FR) 31962, the product is listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 CFR, Section 25.104 Nonavailable articles list and/or is not produced or manufactured in the U.S. in sufficient and

reasonably available quantities of a satisfactory quality; and/or

- c) Why competitive bids reveal the cost of the domestic product is **25% higher** than the nondomestic product
- 4. Note that per California Food and Agriculture Code (FAC) 58596.3, if the SFA receives \$1 million or more annually in federal SNP reimbursement, significantly higher must be defined as 25 percent, otherwise the SFA can choose their definition.
- 5. FAC 58596.3 imposes additional requirements for the preference of California agricultural products:
  - a. The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.
  - b. The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state
- 6. The FSMC will provide certification of domestic origin for products which do not have country of origin labels.
- 7. Per 7 CFR 220.16(d)(5)(ii) the FSMC must adhere to the cap on non-domestic food purchases:
  - a. Beginning in SY 2025-26, the non-domestic food purchase cap will be 10 percent
  - b. Beginning in SY 2028-29, the non-domestic food purchases cap will be 8 percent
  - c. Beginning in SY 2031-32, the non-domestic food purchases cap will be 5 percent

## B. School Food Authority Responsibilities

- 1. The SFA shall maintain documentation provided by the FSMC of the meal and snack components that were comprised of domestic and non-domestic products, including assurance that components were processed domestically. This documentation will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an on-site administrative review and an off-site procurement review.
- 2. The SFA shall monitor the contract to ensure the FSMC's adherence to the Buy American and California FAC requirements, including documentation of nondomestic exceptions and associated caps. 2 CFR, Section 200.318(b)
- 3. The SFA must ensure the Buy American Provision and California FAC requirements are included in their procurement procedures. These procedures, at a minimum, must include the requirement to include Buy American Provision language in solicitations and contracts as well as California FAC preferences.

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### FOOD SERVICE MANAGEMENT COMPANY

CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.)

Compass Group USA, Inc. by and through its Chartwells Division

BY (Authorized Signature)

DATE SIGNED (Do not type)

5/8/25

PRINTED NAME AND TITLE OF PERSON SIGNING

Amy Shaffer

ADDRESS

2400 Yorkmont Road, Charlotte, NC 28217

## SCHOOL FOOD AUTHORITY

SCHOOL FOOD AUTHORITY NAME

El Camino Real Charter High School

BY (Authorized Signature)

DATE SIGNED (Do not type)

May 1, 2025

PRINTED NAME AND TITLE OF PERSON SIGNING

David Hussey, Executive Director

ADDRESS

5440 Valley Circle Blvd. Woodland Hills, CA 91367



## INSTRUCTIONS FOR USE

1. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
2. Enter renewal number also known as extension number. The term can only be extended 4 times. Indicate the extension by applying 1 for year 1 of the extension from the base year or 2, 3 or 4.
3. Enter amendment number. The original agreement can be amended any number of times. Each amendment should have a unique identifier consisting of current extension number and sequential amendment letter (i.e., A, B,C etc.)
4. Item 1: Enter the contractor's and the school food authority's name.
5. Item 2: Enter the effective term date of the contract.
6. Item 3: This part of the amendment form is used to indicate any provisions (paragraphs, sections, or sentences) to be amended. Show only the provisions being amended, and how they are being amended. For example, "Paragraph 6 is amended as shown: Payment shall be ~~monthly~~ quarterly."
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.

# Coversheet

## Discussion and Vote on the 2025-2026 Textbook Budget

<b>Section:</b>	V. School Business
<b>Item:</b>	B. Discussion and Vote on the 2025-2026 Textbook Budget
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	V B. Master Textbooks v05.14.xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

V B. Master Textbooks v05.14.xlsx

## Coversheet

### Discuss and Vote Collective LAUSD SELPA Notification Letter

<b>Section:</b>	V. School Business
<b>Item:</b>	C. Discuss and Vote Collective LAUSD SELPA Notification Letter
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2025-2026 LAUSD SELPA Notification Letter.pdf



May 12, 2025

Jose Soto, Ed.D.  
Executive Director  
Division of Special Education  
Los Angeles Unified School District  
333 South Beaudry Ave, 17<sup>th</sup> Floor  
Los Angeles, CA 90017

Dear Dr. Soto,

The special education partnership between LAUSD and the charter school community remains vital in advancing services and outcomes for students with disabilities throughout Los Angeles. This collaboration has been especially significant in strengthening special education services in the wake of the COVID-19 pandemic and in supporting students, families, and school staff during the recent wildfires that impacted communities across Los Angeles. On behalf of charter schools participating in Charter Operated Programs: Option 3 ("COP3"), I am writing to express our continued appreciation for this important partnership.

Over the past decade, COP3 has fostered the development of a strong charter school special education infrastructure, expanding the availability of innovative, high-quality special education programs. Currently, more than 200 charter schools in COP3 serve over 12,000 students with disabilities, including approximately 2,500 students with extensive support needs. This demonstrates that charter schools are an essential component of LAUSD's continuum of special education options, ensuring that students and families have equitable access to appropriate supports and services, regardless of the type of school they choose.

We also acknowledge that special education arrangements within the LAUSD SELPA may change at the discretion of the Board and Division of Special Education. Therefore, charter schools must maintain the ability to exit the SELPA if it is determined to be in the best interest 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, 2026.

This letter is not binding upon the undersigned charter schools and serves the administrative purpose of providing a one-year notice of intent to exit the SELPA. Should the charter schools determine that remaining within the LAUSD SELPA is in the best interest of their students, they will continue their participation for the 2026–27 academic year.

We look forward to our continued partnership in support 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: Maribel Luna, Senior Director, Special Education

Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education

Jose Cole-Gutierrez, Director, Charter Schools Division

Rachel Heenan, California Department of Education

## Coversheet

### Discussion and Vote to Approve the 2025-2026 Service Agreement with Sage SoCal, Inc.

<b>Section:</b>	V. School Business
<b>Item:</b>	D. Discussion and Vote to Approve the 2025-2026 Service Agreement
with Sage SoCal, Inc.	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Sage SoCal.pdf

## CONSULTANT AGREEMENT

### INTRODUCTION

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

### AGREEMENT

School and Consultant agree as follows:

1. Term. The term of this Agreement begins on 8/6/2025 and continues through 6//6/2026 unless terminated as set forth below.
2. Scope of Representation. Consultant shall furnish services including on-site school based counseling as requested by District and included in Addendum A. Consultant shall also take reasonable steps to keep District informed of significant developments in those matters and to respond to District's inquiries.
3. Limit of Authorization.  
This agreement constitutes an authorization to perform services on behalf of District for the amount not to exceed \$95,000. Consultant is not authorized to proceed with work that will result in payments in excess of this amount without expressed written approval by the District.
4. Billing and Payments. Monthly billings will be given to the District by Consultant prior to the start of each semester. First payment of \$47,500 is due 9/1/25 and last payment of \$47,500 is due 1/1/26. District will submit payment to Consultant within 15 business days of receiving the invoice.
5. Direction and Control. Consultant work under this Agreement shall be directed and controlled solely by District's Authorized Representative, who shall be designated in writing.
6. Termination. This Agreement may be terminated by District or Consultant on reasonable grounds at any time giving 30 days' notice. Upon termination, Consultant shall transfer to District or to its new Service Provider all files, written material, and any documents relating to the Plan except whatever work product is the exclusive property of Consultant such as client files, internal communications among Consultant and staff of a non-substantive nature. Consultant will be available to consult with District or its new Consultant about the Plan in accordance with the terms of this Agreement for a reasonable time following any termination of this Agreement.
7. Consultant's Employees. No employee of Consultant shall by virtue of this Agreement acquire any rights or status in District services. Consultant shall be solely responsible for payment of Consultant's employees, including all fringe benefits. Consultant warrants and guarantees that all employees assigned by Consultant to work with the District under this Agreement shall hold all appropriate licenses and credentials which shall be in



good standing. Consultant shall indemnify and hold and save District harmless from any and all claims by any person claiming employment status with the District based upon work performed under this Agreement.

8. **Student Privacy.** Consultant is familiar with, and agrees to abide by, all applicable federal, state, and local rules and regulations, governing student data and privacy, including but not limited to federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), and Chapter 6.5 of Part 27 of Division 4 of Title 2 of the Education Code (commencing with section 49060.)
  - a. Consultant will provide training, as applicable, to employees responsible for implementing the terms of this Agreement to ensure the security and confidentiality of pupil records.
  - b. Consultant will maintain all pupil records in a secure environment and not copy or reproduce such records except as necessary to fulfill its obligations under this Agreement.
  - c. To ensure the security and confidentiality of pupil records, access to data and systems is restricted to authorized employees of Consultant.
  - d. All student data, which qualifies as a student record, is the property of and under the control of the District.
  - e. The use of any information by Consultant in the pupil record for any purpose other than those required or specifically permitted by this Agreement is prohibited.
  - f. In the event of any unauthorized disclosure of the pupil's records by Consultant, Consultant must immediately notify the District of the nature, scope and severity of the unauthorized disclosure.
  - g. Consultant certifies that pupil records will not be retained by Consultant, or to any third party, upon the completion of the terms of this Agreement. Consultant will destroy all personally identifiable data obtained under this Agreement when it is no longer needed for the purpose for which it was obtained or transfer such data to the District or District's designee, according to a schedule and procedure provided by the District.
  - h. Consultant is prohibited from using personally identifiable information in pupil records to engage in targeted advertising.
9. **Entire Agreement. Modification.** This Agreement contains the entire agreement between Consultant and District relating to the scope of services described above and in Addendum A. The Agreement may be modified or amended only by a written modification to this Agreement executed by Consultant and by District upon agreement of both parties.
10. **Compliance With Discrimination Laws.** Consultant will comply with Title VII of the Civil Right Act of 1964 and that no person shall, on the grounds of race, creed, color, disability, sex, national origin, sexual orientation, age, religion, Vietnam era veteran's status, political affiliation, or any other non-merit factors, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Agreement.



11. **Conflicting Positions.** No officer, member, or employee of District and no member of its governing bodies shall have any pecuniary interest, direct or indirect, in this Agreement or in any amounts paid under this Agreement. No principal of Consultant or any of Consultant's employees shall serve on a School board, committee or other position which by rule, practice or action nominates or recommends Consultant to represent District, supervises such Consultant's representation of District, or authorizes funding to District's Consultant.
12. **Indemnity.** Consultant shall indemnify and hold and save District harmless from any and all claims arising from Consultant's negligent performance under this Agreement, including but not limited to third-party claims for injury to persons or property damage, to the extent of Consultant's negligence or intentional failure to perform such services in accordance with the standard of care applicable to Consultant. District shall have the right to counsel of its choice
13. **General Liability Insurance.** During the term of this Agreement, Consultant shall maintain comprehensive general liability coverage with aggregate limits in an amount not less than \$2 million, and automobile coverage with combined single limits in an amount not less than \$1 million. Consultant's coverage shall be primary to any insurance maintained by District. Unless the policy is simultaneously replaced with a new policy providing the same coverage, Consultant shall immediately forward to District any notice of the cancellation or non-renewal of any such coverages, or any other policy changes that materially affect coverage.
14. **Workers' Compensation Insurance.** During the term of this Agreement, Consultant also shall maintain workers' compensation insurance. At District's request, Consultant shall provide District a certificate evidencing this insurance. Consultant's workers' compensation insurance shall be primary to any insurance maintained by District. Unless the policy is simultaneously replaced with a new policy providing the same coverage, Consultant shall immediately forward to School any notice of the cancellation or non-renewal of Consultant's workers' compensation coverage, or any other policy changes that materially affect such coverage.

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

**El Camino Real Charter High School**

By \_\_\_\_\_

Dated:

**Sage SoCal, Inc.**

By  
Kathi Colli, Executive Director

Dated:





## **Addendum A**

### **Point of Contact**

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

### **Scope of Work**

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

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

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

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

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

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



## Coversheet

### Discussion on Local Control Accountability Plan (LCAP) 2025-2026 Proposed Goals and Actions

**Section:** V. School Business  
**Item:** E. Discussion on Local Control Accountability Plan (LCAP) 2025-2026  
Proposed Goals and Actions  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Minita's Copy of LCAP2024-2025.pdf

# 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	Minita Clark, Administrative Director Gregory Wood, CBO	<a href="mailto:m.clark@ecrchs.net">m.clark@ecrchs.net</a> <a href="mailto:g.wood@ecrchs.net">g.wood@ecrchs.net</a>

## Plan Summary [LCAP Year]

### General Information

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

#### General Information

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

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

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

- Approximately 34.7% of students are Socioeconomically disadvantaged
- Approximately 2% are English Learners
- Approximately 0.2% are Foster Youth
- Approximately 10.8% are Students with Disabilities
- Approximately 4.8% are African American
- Approximately 0.1% are American Indian
- Approximately 9% are Asian

- Approximately 4.6% are Filipino
- Approximately 32.5% are Hispanic
- Approximately 7.6% are Two or More Races
- Approximately 0.4% are Pacific Islander
- Approximately 36.4% are White
- Approximately 63.2% Minority enrollment
- Approximately 29% are Free Lunch
- Approximately 2% are Reduced Lunch

## **Mission Statement**

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

## **Vision Statement**

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

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

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

**To succeed in a changing global community, all ECR students will be:****Critical Thinkers who:**

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

**Effective Communicators who:**

- Synthesize data from print and digital media.
- Organize and prioritize information.
- Express ideas with a deliberate use of rhetoric.
- Consider audience by demonstrating clear and appropriate language and behavior.
- Utilize technology to present findings purposefully.

**Hard-working graduates who:**

- Achieve college education, career and individual goals.
- Explore options and plan for success.
- Persevere in the face of challenges.
- Become informed, empowered decision makers.
- Possess a sense of agency.
- Exhibit professionalism in all endeavors.

**Socially Responsible Citizens who:**

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

## Reflections: Annual Performance

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

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

### Dashboard Results ELA

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

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

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

### **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 2023 CA School Dashboard College/Career Status (i.e., the percentage of high school students prepared for success after graduation) is **higher** than the state for the All student group but less than the majority of the school's numerically significant student groups.

- To improve outcomes in preparing our students for college and career, ECR's college and career center has begun introducing 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 2023 CA School Dashboard percentage of students who were suspended at least once was at a rate **lower** than the state. However, the school's Performance Level (color) was **Orange**.

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

## Reflections: Technical Assistance

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

N/A

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

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

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

N/A

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

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

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



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrative Team	School leaders are involved in the development process of LCAP goals, actions, and metrics through on-going discussions that have a direct impact on teaching and learning. Administrative Meetings are held every Friday to share and discuss school priorities and each administrators' respective areas, ideas, and suggestions.
Teachers and staff	Teachers, counselors, and staff are engaged in the development process of LCAP through staff surveys focused on the eight (8) state priorities administered annually. Additionally, teachers/counselors lead and serve on various school committees that offer very useful information that informs LCAP development. The LCAP Committee utilizes survey feedback to develop the initial LCAP and then shares the drafts with teachers, counselors, and staff prior to final vote by the ECRA School Board.
Parents/Families	Parents and Families are involved in the development process of LCAP from the start of each academic year through committees and parent groups.
Students	Students are given a similar survey to teachers that centers around the eight (8) state priorities as well as school climate. They are able to rate the school using a likert scale and also leave qualitative feedback. Some student groups and clubs such as ASB, BSU, and various clubs participate or host roundtable discussions throughout the year where they offer contributory feedback.
Committees	ECR has multiple advisory committees where parents, administrators, and teachers contribute. These include the English Learner Advisory Committee, Parent Advisory Committee, School Site Council, Safety Committee, RISE, and Padres Latinos. These committees provide feedback throughout the year on school matters.
Public Comment	Public Comment will be allowed at the Board Meeting on May 22, 2024 via feedback form available for any stakeholders to submit after the presentation (regarding LCAP). Additionally, the LCAP Committee will accept comments/feedback from teachers/staff/students through June 14, 2024.
Board Meetings	The LCAP will be presented at two Board Meetings - first, on May 22, 2024 for public review and comment as well as at the <b>June 26, 2025</b> Board Meeting for vote.

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

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

# Goals and Actions

## Goal 1

Goal #	Description	Type of Goal
1	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% fully credentialed teachers	Maintain
2	Graduation Rate	SY 22-23: 91%	SY 23-24: 91.3%		95% or above	Increase of 4%
3	Reclassification Rate	46% reclassified	26% reclassified (students still being tested)		60% reclassified	Increase of 14%

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%		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	SY 22-23: All: increase of 8.37% Asian: increase of 5.87% Black/African American: increase of 9% EL: increase of 6.5% Filipino: increase of 6.59 Hispanic or Latino: increase of 9.37% Students with Disabilities: increase of 12.71% Socially Disadvantaged: increase of 16.09% Two or More Races: increase of 1.65% White: increase of 2.55%
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5	% Students Scoring Met or Exceeded on Math SBAC	SY 22-23: All: 41.83% Asian: 61.2% Black/African American: 26.41% EL: 11% Filipino: 51.51% Hispanic or Latino: 31.94% Students with Disabilities: 8.74% Socially Disadvantaged: 35.47% Two or More Races: 40.45% White: 48.12%	SY 23-24: All: 38% Asian: 72% Black/African American: 11% EL: 0% Filipino: 50% Hispanic or Latino: 33% Students with Disabilities: 9% Socially Disadvantaged: 36% Two or More Races: 31% White: 37%		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%	SY 22-23: All: increase of 6.17% Asian: increase of 5.02% Black/African American: increase of 6.23% EL: increase of 2.75% Filipino: increase of 10.3% Hispanic or Latino: increase of 6% Students with Disabilities: increase of 3.61% Socially Disadvantaged: increase of 16.1% Two or More Races: increase of 3.86% White: increase of 3.94%
6	% Students Scoring Met or Exceeded on CAST Science	SY 22-23: 35.83%	SY 23-24: 35.0%		39 % or higher	increase of 3.17%

## Goal Analysis for [LCAP Year]

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

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

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 may not be any general education study skill classes, but the special education study skill classes will remain. 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 will be greatly reduced again 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. 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.

Goal 1, Action 2 (Targeted Intervention for EL Population): We are in the process of hiring a new EL Coordinator for the 25-26 academic year. Consequently, the typical responsibilities associated with that role, including the coordination of EL student testing, reclassification and monitoring the progress of the students are currently not available. We understand this may raise questions, and we are actively exploring alternative solutions to ensure our English Learner students receive the necessary support and assessments as the year progresses. We will provide updates as soon as more information becomes available regarding the assignment of an EL Coordinator or the implementation of alternative support structures." Although funding is available the purchasing of instructional supplies and materials such as novels, curriculum, manipulatives, etc will also depend on the appointment of a new coordinator.

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. Lower enrollment figures further reduced available resources for sustaining a robust and diverse teaching staff.

Goal 1, Action 6 (Administrative Team): Although budget shortfalls, decreased enrollment and teacher layoffs have plagued the school. The administrative staff remains fully intact.

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.

g.wood@ecrchs.net

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

Not Applicable.

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

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

## Actions

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



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

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

## 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%		15%	Unknown

2	A-G completion rate (all and subgroups)	<p>SY 22-23:</p> <p>All: 55%</p> <p>Asian: 76.3%</p> <p>Black/African American: 33.3%</p> <p>EL: 33.3%</p> <p>Filipino: 84.0%</p> <p>Hispanic or Latino: 44.7%</p> <p>Students with Disabilities: 19.5%</p> <p>Socially Disadvantaged: 52.8%</p> <p>Two or More Races: 64.3%</p> <p>White: 57.4%</p>	<p>SY 23-24:</p> <p>All: 53.4%</p> <p>Asian: 71.4%</p> <p>Black/African American: 50.0%</p> <p>EL: 31.0%</p> <p>Filipino: 63.3%</p> <p>Hispanic or Latino: 45.0%</p> <p>Students with Disabilities: 21.1%</p> <p>Socially Disadvantaged: 48.6%</p> <p>Two or More Races: 55.4%</p> <p>White: 56.2%</p>		<p>All: 65%</p> <p>Asian: 86.3%</p> <p>Black/African American: 43.3%</p> <p>EL: 43.3%</p> <p>Filipino: 94.0%</p> <p>Hispanic or Latino: 54.7%</p> <p>Students with Disabilities: 29.5%</p> <p>Socially Disadvantaged: 63.8%</p> <p>Two or More Races: 74.3%</p> <p>White: 67.4%</p>	Increase each subgroup by 10%
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3	% of students who graduate with a 2.0 or above (all and subgroups)	<p>SY 22-23:</p> <p>All: 95.98 %</p> <p>Asian: 96.25%</p> <p>Black/African American: 96.66%</p> <p>EL: 85.18%</p> <p>Filipino: 98%</p> <p>Hispanic or Latino: 94.87%</p> <p>Students with Disabilities: 92.68%</p> <p>Socially Disadvantaged: 94.10%</p> <p>Two or More Races: 96.42%</p> <p>White: 97.04%</p>	<p>SY 23-24:</p> <p>All: 96.6%</p> <p>Asian: 95.7%</p> <p>Black/African American: 97.1%</p> <p>EL: 93.1%</p> <p>Filipino: 100%</p> <p>Hispanic or Latino: 94.1%</p> <p>Students with Disabilities: 94.6%</p> <p>Socially Disadvantaged: 95.8%</p> <p>Two or More Races:100%</p> <p>White:98.1%</p>		<p>All: 97%</p> <p>Asian:97%</p> <p>Black/African American: 97%</p> <p>EL: 90%</p> <p>Filipino: 98%</p> <p>Hispanic or Latino: 97%</p> <p>Students with Disabilities: 95%</p> <p>Socially Disadvantaged: 97%</p> <p>Two or More Races: 97%</p> <p>White: 98%</p>	Maintain the % with focused increase in EL, Students with Disabilities and Hispanic Population. Stable-minor increases in other subgroups.
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4	% of students enrolled in at least one Honors or AP class (all and subgroups)	<p>SY 22-23:</p> <p>All: 54%</p> <p>All: 55.51%</p> <p>Asian: 76.36%</p> <p>Black/African American: 44.5%</p> <p>EL: 2.0%</p> <p>Filipino: 72.02%</p> <p>Hispanic or Latino: 46.95%</p> <p>Students with Disabilities: 13.05%</p> <p>Socially Disadvantaged: 48.71%</p> <p>Two or More Races: 56.25%</p> <p>White: 58.91%</p>	<p>SY 23-24:</p> <p>All: 52.8%</p> <p>Asian: 12.89%</p> <p>Black/African American: 4.19%</p> <p>EL: 0.28%</p> <p>Filipino: 5.32%</p> <p>Hispanic or Latino: 28.9%</p> <p>Students with Disabilities: 2.31%</p> <p>Socially Disadvantaged:</p> <p>Two or More Races: 8.09%</p> <p>White:36.23%</p>		<p>All: 65%</p> <p>Asian: 78%</p> <p>Black/African American: 50%</p> <p>EL: 3%</p> <p>Filipino: 74%</p> <p>Hispanic or Latino:52%</p> <p>Students with Disabilities: 15%</p> <p>Socially Disadvantaged: 14.5%</p> <p>Two or More Races: 50%</p> <p>White:61%</p>	11%
5	AP pass rate: % of students who score a 3 or better on AP exam	SY 22-23: 76%	SY 23-24: 80%		85% will pass with a 3 or higher	Increase of 9%
6	% of students who earn the Seal of Biliteracy	SY 22-23: 14.6%	SY 23-24: 16.2%		30%	Increase by 15.4%

7	The % of students graduating with completion of at least two community college classes	New metric- baseline data unknown.	SY 23-24: 5.0%		15%	Increase by 5% per school year.
8	% prepared college and career indicator based on CA dashboard	48.6%	52.6%		65%	Increase by 16.4

## Goal Analysis for [LCAP Year]

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Due to budget cuts and lack of funding, we are not able to provide some of the resources that we initially wrote out in the LCAP. Reduction in staff and extended hours affects the ability for counselors to reach out and connect with certain populations. With fewer counselors next year, it is unclear how it will impact this goal next school year.

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

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

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

# Actions

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

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

7	Summer School and Credit Recovery	<p>Offer a variety of summer school and credit recovery opportunities to all students, including:</p> <ul style="list-style-type: none"> <li>• Summer school remedial classes, through which students can make up “D” and “F” grades</li> <li>• Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework</li> <li>• A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimating them to the high school environment and school expectations (new in summer 2024)</li> <li>• Summer classes to increase skills, such as pre-algebra, summer bridge to support in ELA and Math, as well as AP Bridge to promote critical thinking skills</li> <li>• An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses</li> </ul>		
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8	College Visits and Workshops	Students who are underserved and among the lowest ECR population to attend college post high school will attend college tours (HBCU Tour) and attend on-campus college workshops and seminars.	\$150,000
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### Goal 3

Goal #	Description	Type of Goal
3	<b>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.</b>	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 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	SY 24-25:	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: increase by 5  Padres Latinos: increase by 10  SSC: increase by 4  ELAC: increase by 6  Equity: increase by 5



2	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.	<p>SY 23-24</p> <p>Aeries : 74%, with 29% of those parents showing that they have notifications setup</p> <p>Canvas : 31% have active accounts - do not know who has opted out of notifications</p>	<p>SY 24-25:</p> <p>Aeries: 44% with 44% of these parents showing they have notifications setup</p> <p>Canvas:31% have active accounts - do not know who has opted out of notifications</p>		<p>Aeries : 100%, with 75% of those parents showing that they have notifications setup</p> <p>Canvas : 100% have active accounts</p>	<p>Aeries : 26% difference, with 46% difference for those parents showing that they have notifications setup</p> <p>Canvas : 69% difference in those who have active accounts</p>
3	Number of newsletters, social media posts, and website updates per month.	<p>SY 23-24</p> <p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 5x per week.</p> <p>X (Twitter) updated 2x per week.</p> <p>TikTok updated 1x per month.</p> <p>Website updated upon request from teachers and staff.</p>	<p>SY 24-25:</p> <p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 5x per week.</p> <p>X (Twitter) updated 2x per week.</p> <p>TikTok updated 1x per month.</p> <p>Website updated upon request from teachers and staff.</p>		<p>Newsletters sent 1x per week. Updated upon request from teachers and staff.</p> <p>Instagram &amp; Facebook updated 5x per week.</p> <p>X (Twitter) updated 5x per week.</p> <p>TikTok updated 5x per week.</p> <p>Website updated upon request from teachers and staff and as needed by the marketing coordinator.</p>	<p>Newsletters - maintain</p> <p>Instagram &amp; Facebook - maintain</p> <p>X (Twitter) - increase by 3x per week</p> <p>TikTok - increase by 4x per week</p> <p>Website - maintain</p>

## Goal Analysis for [LCAP Year]

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

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

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

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

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

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

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

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

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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	<p>Collaboration with parents through:</p> <ul style="list-style-type: none"> <li>• Host more family night events and collaborative opportunities to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships.</li> <li>• Parents are invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input</li> <li>• A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly</li> <li>• Provide informational videos and content (including potential costs, dates, expectations, timelines) to parents at the beginning of the year during Welcome Week, on the ECR website, in newsletters regarding Activities and Events as well as Graduation for transparency</li> </ul>	[\$ 0.00]	[Yes/No]
2	Attendance Notifications	<p>Easy access to attendance updates through:</p> <ul style="list-style-type: none"> <li>• Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff</li> <li>• Creating a system for notifying parents and guardians of chronic absenteeism</li> <li>• Streamlined attendance notifications and protocols for absenteeism</li> <li>• Creating an automated notification system that sends an email and text message to parents when a student has missed 5 days of school (full or partial days)</li> </ul>	[\$ 26,735 (Covantia), \$500 (messagebird)]	[Yes/No]

3	Home-School Communication	<p>Increase home-school communication by:</p> <ul style="list-style-type: none"> <li>Contracting with Aeries for a student information system and Canvas for a learning management system</li> <li>Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation</li> <li>Create video tutorials on how to sign up and navigate Aeries and Canvas and post on the school website</li> </ul>	[\$ 34,840 (canvas, \$26,822 (aeries))]	[Yes/No]
4	Marketing Initiatives	<p>Fund a Marketing Coordinator to maintain:</p> <ul style="list-style-type: none"> <li>Marketing firm partnerships, social media campaigns, search engine optimization, weekly newsletter, website, and print media</li> </ul>	<p>[\$ 120,587] (marketing position sal + benefits)</p> <p>\$214,000 (marketing campaign budget)</p>	[Yes/No]
5	Family Center	<p>Remodel an office, including incorporating the necessary technology, to establish a Family Center to:</p> <ul style="list-style-type: none"> <li>Create a safe and welcoming space for families to get information and provide input</li> <li>Learn how to join parent groups, gather resources, make connections, and get involved in their student's education</li> <li>Get support in joining or navigating Aeries and/or Canvas or make appointments with school personnel</li> </ul>		

## Goal 4

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

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	SY 22-23: 92.87%	SY 23-24: 92.86%		95%	+2.13%
2	Chronic Absenteeism Rate	SY 22-23: 21.7%	SY 23-24: 22.0%		16.7%	-5%
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%	Fall 24 Period 2: 22% Period 3: 19% Period 4: 15% Period 5: 20% Period 6: 14%	Period 2: 20% Period 3: 15% Period 4: 15% Period 5: 15% Period 6: 15%	Period 2: -25% Period 3: -29.4% Period 4: -21.8% Period 5: -25.6% Period 6: -15.1%
4	Dropout Rate	SY 22-23: 4.6%	SY 23-24: 3.4%		5% or less	Maintain
5	Expulsion Rate	SY 22-23: 0%	SY 23-24: 0%		0%	Maintain
6	Suspension Rate	SY 22-23: 1.7%	SY 23-24: 1.2%		1% or Below	-.7%
7	Score on the Facilities Inspection Tool (FIT)	January 23-24 Overall Score: Exemplary	January 24-25 Overall Score: Exemplary		Exemplary	Maintain
8	% of School Employees who Complete Required Compliance Trainings by Due Date	SY 23-24: 100%	SY 24-25: 100%		100%	Maintain

# Goal Analysis for [LCAP Year]

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

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

The following adjustments were made to actions within goal 4:

Goal 4, Action 1 (Maintain 4 school-based therapists): SY 23-24 ECR had 4 therapists; SY 24-25 ECR had 3 therapists; SY 25-26 ECR is planning to have 1 therapist due to budgeting concerns. Though there is a concern with the cuts to therapists and counselors, the therapist will continue collaborating with the counseling department and efforts will be made to maintain groups, PD, the Wellness Center, 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. All school personnel contribute to supporting student attendance by maintaining a positive school climate, monitoring student attendance, and communicating with students and families regarding needs.

Goal 4, Action 3 (Maintain clean and safe facilities that are in good repair and well serviced): Actions were maintained as described. ECR has an ample security team, custodial staff, and continues to have a school police officer. ECR 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): Actions were maintained as described. A PBIS coordinator was added in SY 24-25, allowing for more consistent communication and clearer explanation of expectations. 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.

Gregory Wood

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. Additionally, dropout rate, expulsion rate, and suspension rate remain low. However, there has not yet been a positive increase in student attendance rate nor has there been a decrease in chronic absenteeism. 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 this year, 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.

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



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

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

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

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

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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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.	<ul style="list-style-type: none"> <li>• % Students Scoring Met or Exceeded on Math SBAC (all and subgroups)</li> <li>• % Students Scoring Met or Exceeded on ELA SBAC all and subgroups)</li> <li>• A-G completion rate (all and subgroups)</li> <li>• % of students who graduate with a 2.0 or above (all and subgroups)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• % Students Scoring Met or Exceeded on Math SBAC</li> <li>• % Students Scoring Met or Exceeded on ELA SBAC</li> </ul>
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.	<ul style="list-style-type: none"> <li>• A-G Completion Rate</li> <li>• % of students enrolled in AP classes</li> <li>• AP pass rate: % of students who score a 3 or better on AP exam</li> </ul>

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.	<ul style="list-style-type: none"> <li>Number of Professional Development Trainings for teachers focused on closing the achievement gap</li> </ul>
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.	<ul style="list-style-type: none"> <li>A-G Completion Rate</li> <li>% of students enrolled in AP classes</li> <li>AP pass rate: % of students who score a 3 or better on AP exam</li> </ul>
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.	<ul style="list-style-type: none"> <li>% prepared college and career indicator based on CA dashboard</li> </ul>



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.	<ul style="list-style-type: none"> <li>• A-G completion rate (all and subgroups)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Number parents/guardians actively attending parent group meetings</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.</li> <li>• Number of newsletters, social media posts, and website updates per month.</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.</li> <li>• Number of newsletters, social media posts, and website updates per month.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Number parents/guardians actively attending parent group meetings</li> <li>• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absenteeism Rate</li> <li>• Dropout Rate</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Graduation Rate</li> </ul>
Goal 1; Action 2	Student achievement data reflects a need to provide additional support for our EL population to provide instructional support and interventions. EL students may not only struggle with the language and various life circumstances, but may lack support at home, as family members may also struggle to provide assistance due to the language barrier.	EL students are provided with an EL coordinator who manages testing, reclassification, programming, and interventions for our EL population.	<ul style="list-style-type: none"> <li>• Reclassification Rate</li> <li>• % Students Scoring Met or Exceeded on ELA SBAC</li> <li>• % Students Scoring Met or Exceeded on Math SBAC</li> </ul>
Goal 1; Action 3	Unduplicated students have various learning needs that require tailored and differentiated instruction.	Specific professional development will be geared towards instructional strategies designed to support EL students.	<ul style="list-style-type: none"> <li>• Reclassification Rate</li> <li>• % Students Scoring Met or Exceeded on ELA SBAC</li> <li>• % Students Scoring Met or Exceeded on Math SBAC</li> </ul>

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

[Provide description here]

# **Additional Concentration Grant Funding**

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

N/A

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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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



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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### ***General Information***

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

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

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

### ***Reflections: Annual Performance***

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

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

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

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### ***Reflections: Technical Assistance***

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### ***Comprehensive Support and Improvement***

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

# Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

### ***Complete the table as follows:***

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

## Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### ***Focus Goal(s)***

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

#### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding***

#### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:



(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## **Broad Goal**

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## **Maintenance of Progress Goal**

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **"Measuring and Reporting Results"** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.



## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### ***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## **Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

#### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables



Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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